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ABSTRACT

Three Illinois community college chairs were selected to participate in this study, which examined the challenges faced by community college board chairs. In Illinois, the chair is an elected official, who has been selected by her or his fellow trustees to fulfill a statutory obligation and to serve the college in a leadership position. The author employed a qualitative study and multiple-case study design, using interviews, observations, document analysis, field notes, and a reflective journal. The leadership qualities of the chair have not been studied as extensively as those of the president. This document suggests that this study is needed for the following reasons: (1) community colleges are responsible for the education of over 50% of students enrolled in higher education courses; (2) there will be a significant number of first-time presidents in the near future due to current presidents' reaching retirement age; and (3) the development of effective leadership from the chair is an area of concern. This study asks two questions: What elements constitute the perspective of community college board chairs on their leadership roles? What variables influence this perspective? The themes that emerged from the data as elements that constituted the chairs' perspective on their leadership role were facilitation, communication, information, participation, expectation, and collaboration. Research instruments appended. (Contains 139 references.) (NB)

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ROOSEVELT UNIVERSITY

Chicago, Illinois

A CASE STUDY OF SELECT
ILLINOIS COMMUNITY COLLEGE BOARD CHAIR
PERSPECTIVES ON THEIR LEADERSHIP ROLE

A dissertation submitted in partial fulfillment of the
requirements for the degree of

DOCTOR OF EDUCATION

in

EDUCATIONAL LEADERSHIP AND ORGANIZATIONAL CHANGE

by

John Donahue

January, 2003

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DEDICATION

To Eileen, my love.

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To Dr. Vernon Crawley, Dr. Donald Smith, and Dr. Eileen Quinn Knight, who encouraged me to pursue this course of study.

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And to the chairs, presidents, and trustees, who participated in this study and told their stories so that others may benefit from their experience.

ABSTRACT

A Case Study of Select Illinois Community College Board Chair Perspectives on Their Leadership Role

by

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This research sought to describe and explain the perspectives of community college board chairs on their leadership role. In Illinois, the chair is an elected official who has been selected by his or her fellow trustees to fulfill a statutory obligation and to serve the college in a leadership capacity. The renewed interest in board governance and leadership has created a need for more study in this area. Three community college chairs were selected to participate in this study based on the challenges they faced that included academic affairs, student development, business and finance, internal relations and external relations. A qualitative methodology and multiple-case study design was employed. The following data collection methods were used: interviews, observations, document analysis, field notes, and a reflective journal. The themes that emerged from the data as elements that constituted the chairs' perspective on their leadership role were facilitation, communication, information, participation, expectation, and collaboration. The major theme identified in the data was facilitation. The data demonstrated that each chair acknowledged the importance of a facilitation process; that through the chair's role as a facilitator, the board would be able to achieve success through collaboration; that the chair had to utilize good communication skills; that a satisfactory level of information had to be provided to each board member; that board members must be encouraged to

actively participate in college issues; and that the expectations of board members must be expressed openly and honestly. The foremost role of the chair is one of facilitation to ensure that the other themes identified in the data can be fully realized. The findings of this study provide insight into the perspectives of the community college board chair and offer guidance in the practice of leadership in an egalitarian setting.

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Chapter I

Introduction

The chairman, or chair, of the board of trustees of a community college is an elected official who had been selected by his or her fellow trustees to fulfill a statutory obligation and to serve the college in a leadership capacity. Leadership studies in higher education tend to focus on the role of the president. Until recently, the leadership role of the chair had been largely ignored. The increased interest in the role of the chair in board governance and leadership is relatively new, and more study needs to be done in this area.

The subject of community college board chair leadership has been of interest to me for many years. This interest is based on my experiences as a community college trustee for the past twelve years and my election as chair of the board on two occasions. The leadership exhibited by the chair sets the tone for the role of the board in governance, the effectiveness of the president, and ultimately the success of the institution. The leadership of the chair influences the relationship of the trustees to each other and to the president. As a trustee, I have had the opportunity to closely observe the leadership of four chairs. I have observed that the leadership of the chair can cultivate either good or bad relationships. As chair of the board, I have had the opportunity to influence and shape these relationships. Therefore, based on the rationale stated above, the perspectives of community college board chairs on their leadership role is the focus of this study.

The leadership of the chair sets the tone for the role of the board in governance, the effectiveness of the president, and ultimately the success of the institution.

The quality of its leadership can make or break a board. Good governance requires sound leadership and is inhibited by weak leadership. Although an excellent board

chair does not guarantee superior governance, a poor or inadequate one nearly always thwarts it. (Orlikoff, 2000, p. 24)

Ineffective leadership from the chair can create instability on the board of trustees. One of the criticisms of the trustees of public institutions by presidents is that too often they can be "fractionated and factionalized" (Bailies, 2001, para. 14). A chair that is unable to form the board into a cohesive unit will not be able keep it attentive to the important governance functions of the institution. Absent effective leadership from the chair, a board can become easily divided and distracted from the business of governance by seemingly insignificant issues.

The effectiveness of the president also depends, in part, on the leadership of the chair. The chair acts as the "liaison" between the board and the president (Orlikoff, 2000, p. 25). In communicating with the board and the president, the chair gains insight into the "likely reaction of the trustees" to actions contemplated by the president (Ingram, 1993, p. 338). In taking this action, the chair is directly involved in the effectiveness of the president by gauging the pleasure of the board without a formal proposal from the president. "Nothing is more critical to the president's effectiveness than the relationship of the board chairperson to the president" (Kauffman, 1993, p. 133). A unified team of chair and president communicates a message of stability to the entire institution and aids the president in achieving his or her goals. In the ideal situation, the chair provides the president with dependable support, trustworthy advice, and even friendship (Ingram, 1993). The leadership of the chair is an integral factor in demonstrating support for the president enabling him to project the confidence needed to influence the direction of the institution.

The relationship between the chair and the president is one of the most important

factors determining the success of the institution (Clos, 2000). The chair and the president are joined in a partnership, and they "must learn to dance together" (Chait, Holland, & Taylor, 1996, p. 123). The president must recognize the responsibilities and burdens of the chair in leading the board of trustees and dealing with external constituencies. The chair must facilitate the leadership of the president within the institution and provide a bridge to understanding the board of trustees. To have a successful relationship "neither can stray far from each other's gaze or proceed independently" (Chait et al., 1996, p. 123). Cooperation and collegiality are keys to a successful partnership.

Statement of the Problem

The problem under study in this dissertation was the perspectives of community college board chairs on their leadership role. While the leadership of the president has been studied extensively, the leadership of the chair has been largely ignored. Three facts facing community colleges demonstrate the need for this study. Firstly, community colleges are responsible for the education of over 50% of the students enrolled in higher education courses (Association of Governing Boards of Universities and Colleges, 1998). Secondly, there is the realization that there will be a significant number of first time presidents in the near future due to a large number of current community college presidents reaching retirement age (Polonio, 2001; Sullivan, 2001). These new presidents will be inexperienced in dealing with board chairs and their leadership styles. Thirdly, the development of effective leadership from the chair is an area of concern. The chair must be knowledgeable about board governance and leadership in order to be effective in his or her relationship with the president (Ingram, 1993). The potential for growth in the

numbers of inexperienced presidents and the need for effective chairs created a need for study in this area.

Statement of Purpose

The purpose of this study was to describe and explain the perspectives of the community college board chairs on their leadership role. The findings of this study may assist community college board chairs, trustees, and presidents in the future by providing a better understanding of the leadership role of the chair. A conceptual framework has been developed based on the themes that emerged from the data collected in this study.

Major Questions

This study attempted to answer the following questions:

1. What elements constitute the perspective of community college board chairs on their leadership role?
2. What variables influence this perspective?

In order to answer these questions, this study employed qualitative research methods in a multiple case study design (Creswell, 1998). Three community college chairs were selected to participate in the study. The chairs have served a minimum of two years as members of the Board of Trustees at their respective college in order to be considered as participants. The President and the Executive Director of the Illinois Community College Trustees Association were asked to identify seven to ten chairs who demonstrated effective leadership in the execution of their duties. This researcher narrowed the selection to three participants based on an analysis of the challenges they faced and the effectiveness of their response to the challenges. The challenges included, but were not limited to issues facing the college in the following areas: academic affairs,

student development, business and finance, internal relations and external relations. The participants were also selected based on their accessibility and the willingness to participate in this study.

Theory Base

In Illinois, the community college board chair is an elected official. The seven members of the Board of Trustees are mandated under the Illinois Public Community College Act (2000) to elect from its membership one trustee to serve as chair. The election takes place during an organizational meeting within 14 days following the bi-annual election of members to the board. Under the Act, membership on the Board of Trustees is limited only by requirements of U. S. citizenship, a minimum age of 18 years, and a one-year district residency requirement. Therefore, a community college board chair may be an individual from any socioeconomic or educational level. Due to the wide variation among the personal experiences of the individuals who may serve as chair, each may have experienced or practiced one or more of the many leadership theories. Therefore, this study was not limited to any one theory. To understand chair perspectives on their leadership role, this study addressed leadership theory as it has evolved through scientific management theory, human relations theory, behaviorist theory, contemporary theory, and educational leadership theory.

Definition of Terms

Terms used in this study are defined below to clarify their use for the reader.

Chair (Board Chairman, Chairman of the Board of Trustees) – This term refers to the trustee who is the elected or appointed leader of the governing body.

Effective – The power to produce an outcome or achieve a result.

conclusions drawn from the study, and makes recommendations for further research.

Elements – The basic factors, aspects, features, characteristics, traits and attributes that constitute the being of the matter studied.

Leadership – The ability to “relate skillfully” in guiding, encouraging and motivating individuals inside the institution; the ability “to take full advantage of” outside resources for the benefit of the institution; the ability to “shape and influence” the current operation of the institution; and, the ability to anticipate the future in a “highly skilled” manner (Nanus, 1992, p. 11).

Perspectives – The point of view of the participant.

President – This term refers to the chief executive officer of the community college who is appointed by the governing body.

Trustee (Board of Trustees) – This term refers to the elected or appointed representatives of the community who collectively serve as the governing body of the community college.

Organization of the Study

This study is organized into five chapters. Chapter I introduces the problem that was studied, the purpose of the study, the theoretical base for the study, pertinent definitions and the organizational plan of the study. Chapter II reviews the literature of leadership theory, including an introduction of historical writings, a review of scientific management, human relations, behaviorist, contemporary, and educational leadership theory. The chapter concludes with a review of the literature and studies of governing boards in higher education centering on the community college. Chapter III outlines the methodology employed in this study. Chapter IV presents and analyzes the data collected in the study in response to the research questions. Chapter V offers a summary and

Chapter II

Review of the Literature

Introduction

This chapter reviews the literature of leadership as it developed in the field of organizational management in the modern era. There are many schools of thought on how to classify major writers in the fields of organizational management and leadership theories. Shafritz and Ott (1996) identified eight authors who classify as few as four and as many as eleven schools of organizational management and leadership theory. For purposes of this review, I have identified influential writers from many of the standard classifications that I present in this chapter. This chapter begins with an acknowledgement of historical writings as background for the review. It continues with a review the literature of leadership theory as it developed within the following classifications: scientific management theory, human relations theory, behaviorist theory, and contemporary theory. This chapter concludes with a review of the literature of educational leadership and the literature related to governing boards in higher education focusing on the community college level.

Historical Writings

The quest for man to successfully manage and lead others is as old as civilization. The ancient world of the Sumerians, Babylonians, Chinese, Egyptians, Greeks, Hebrews, and Romans produced many scholarly writings on the subject of organizational management and leadership (Bass, 1990; Boone & Bowen, 1987; Shafritz & Ott, 1996; Wren, 1979). Illustrative of the aforementioned historical writing is Exodus Chapter 18 as cited in Shafritz and Ott (1996) wherein Jethro gives his son-in-law Moses a leadership

lesson in the delegation of authority, good hiring practices, bureaucratic systems, organizational management, stress reduction and customer satisfaction.

The thing that thou doest is not good. Thou wilt surely wear away, both thou and this people that is with thee: for this thing is too heavy for thee: thou are not able to perform it thyself alone. . . . Moverover thou shalt provide out of all the people able men, such as fear God, men of truth, hating covetousness; and place such over them, to be rulers of thousands, and rulers of hundreds, rulers of fifties, and rulers of tens: And let them judge the people at all seasons . . . every small matter that they judge: so it shall be easier for thyself, and they shall bear the burden with thee. If thou shall do this thing, and God command thee so, then thou shalt be able to endure, and all this people shall also go to their place in peace. (p. 30)

Since the time of Moses, much has been written about the methods by which one person can influence the actions of another through power, persuasion, or inspiration. This biblical passage is an example of the ancient writings that demonstrate leadership problems and foreshadow later developments in organizational management and leadership theory.

Scientific Management Theory

In this section, classic management theory as it relates to the development of leadership theory is reviewed. The writers selected for this review place emphasis on the mechanical aspects of work, supervision, and organization. The works of Frederick Taylor, Henri Fayol, and Max Weber were selected to provide a broad understanding of management theory from the shop floor level, the administrative level, and finally the organizational level.

The term, scientific management, was introduced to the public by Louis D. Brandeis in 1910 during testimony before the Interstate Commerce Commission (Shafritz & Ott, 1996; Wren, 1979). Brandeis, a lawyer and later Supreme Court Justice, represented shippers who opposed a railroad freight rate increase (Shafritz & Ott, 1996).

Brandeis argued that if the railroads operated more efficiently through the application of scientific management principles they would save money and, therefore, did not require a rate increase (Wren, 1979). The theory of scientific management focused on stemming the waste of labor and resources through developing methods to create a more efficient and prosperous economy that benefited both the employer and employee.

In The Principles of Scientific Management, Frederick Taylor (1911/1998) attempted to bridge the gap between the workers' desire to make the highest pay for the least effort and management's desire to pay the lowest wages for the maximum amount of work through a system that places the responsibility for the efficiency of the worker on management. Taylor contended that the old system of management that allowed the workman to decide the best manner in which to work promoted inefficiency.

The body of this paper will make it clear that, to work according to scientific laws, the management must take over and perform much of the work which is now left to the men; almost every act of the workman should be preceded by one or more preparatory acts of management which enable him to do his work better and quicker than he otherwise could. And each man should daily be taught by and receive the most friendly help from those who are over him, instead of being, at one extreme, driven or coerced by his bosses, and at the other left to his own unaided devices. This close, intimate, personal cooperation between the management and the men is of the essence of modern scientific or task management. (p. 16)

Taylor developed four management duties required to implement a scientific management plan: develop the science for each workman's task; select, train, teach and develop each workman for the task; cooperate with the workman to ensure compliance with the methods; and take over all work for which management is better suited. Under previous management models, managers had the responsibility only for monitoring the activities of the workmen. Here, the manager was required to break down the task into its smallest components and find the most efficient way to perform the task. Once that was

completed, the manager had to select the man best suited for the task, teach him, and mentor him to ensure accurate performance according to the new method.

Under scientific management, managers were required to accept the additional responsibility of leadership. Taylor did not use the term "leadership" to describe the acts of management in developing, selecting, training, teaching and cooperating, however, he was describing the actions of a leader. It is conceivable that the term was not used during the era in which his work was written to describe the actions of management at that level.

While Frederick Taylor focused on development of management theory from the level of the workman, Henri Fayol (1916/1984) focused on the functions of the administration. Fayol divided the tasks of administration into six essential areas: technical, commercial, financial, security, accounting and managerial. Management, according to Fayol, was "quite distinct from the other five essential functions; it supercedes them and, in effect, directs them towards the achievement of the objectives of the undertaking" (p. 13). Fayol developed a management theory designed to create an efficiently managed organization.

Fayol (1916/1984) subdivided the task of management into planning, organizing, coordinating, commanding and controlling. A definition of leadership could include all of the descriptors used by Fayol to explain the subdivisions of management. These descriptors are closely aligned with elements of scientific management that address the mechanical aspects of work. Fayol included command in the equation and, in defining command, addressed additional aspects of leadership. "The art of command rests on certain personal qualities and on a knowledge of general principles on management" (p. 49). In this statement, Fayol acknowledged that the skill of the individual manager in

knowing how to apply the principles of management to motivate others was as important as the principles themselves. Fayol went beyond Taylor's call for close cooperation between management and worker. He described the application of these skills in the acts of fostering initiative through additional responsibility, leading by example, and giving appropriate encouragement. To Fayol, these personal qualities were important components in the effort to achieve the management objective.

In addition to recognizing the value of the personal qualities in management, Fayol (1916/1984) also advocated that management education become the basis of the practice rather than experience alone, "unfortunately, the beginner has neither management theory nor method, and in this respect some managers remain beginners all their lives" (p. 95). Here again, Fayol went beyond Taylor in focusing on the responsibility on management to enhance its knowledge and abilities through education. Fayol's writings foreshadowed the work of later theorists who stressed the need for professionalism in management.

In contrast to the work of Henri Fayol who focused on the functions of administrators, Max Weber focused on the organization of administration. Weber described the historical development of bureaucracy as filling the needs of the ruler who sought expert advice.

More and more the specialized knowledge of the expert became the foundation for the power position of the officeholder. Hence an early concern of the ruler was how to exploit the special knowledge without having to abdicate in their favor but preserve his dominant position. With the qualitative extension of administrative tasks and therewith the indispensability of expert knowledge, it typically happens that the lord no longer is satisfied by occasional consultation with individual and proved confidants or even with an assembly of such men called together intermittently and in difficult situations. The lord begins to surround himself with *collegiate* bodies who deliberate and resolve in continuous session. (Gerth & Mills, 1946, p. 235)

Modern organizations have the same requirements as the rulers and lords described by Weber, that is, leaders need the services of good advisors. The structure of a group of advisors or experts as an efficient functional unit formed the basis of Weber's writings on bureaucracy.

Weber characterized "modern officialdom" or bureaucracy as operating under six principles (Gerth & Mills, 1946, p.196). Firstly, authority is assigned to qualified individuals to conduct official duties within a certain jurisdiction. Secondly, a chain of command over the hierarchy of offices is established. Thirdly, the management of the office is based on a set of original written documents. Fourthly, the office management is a knowledgeable and thoroughly trained expert. Fifthly, the official duties occupy the full attention of qualified personnel. Sixthly, the operation of the office is governed by a set of regulations. In this outline of a bureaucracy, established power is delegated to trained experts, formed into a hierarchical structure and administered by functionaries operating under a formal set of rules. It is an uncomplicated and effective plan for the implementation of a set process.

The observations of Weber on bureaucracy have been viewed as the "single most influential statement" on the subject (Shafritz & Ott, 1996, p. 35). Weber, however, was wary of the power of the bureaucratic system and its self-perpetuating nature (Gerth & Mills, 1946). Weber's work can be viewed as constricting the development of leadership in individuals because the rigid structure forces and ensures machine-like compliance with procedure. It can also be viewed as providing a basis for the objective standard in the selection of individuals for leadership positions based on proper qualifications rather than personal relationships, again, foreshadowing the movement to professionalize the

work of management.

In summary, the work of the classic management theorists provided a basis for understanding the thinking on organizational management and leadership in the early part of the century. Stogdill (1981) referred to this type of leadership theory as structuralism that "depends on external constraints to yield compliance and commitment of followers" (p. 193). Compliance was achieved through management that was focused on the methodical execution of work, the process of administration and a formal structure to maintain order over all to create a more efficient and profitable workforce. While each of these theorists focused on procedures based on the "machine model of human behavior" (Simon & March, 1958, p. 37), they influenced the development of leadership theory. Frederick Taylor created a scientific method used to increase efficiency while forcing management to take a leadership role on the shop floor. Henri Fayol offered a management theory to guide the work of the administration, but also stressed the importance of the personal qualities required by administrators in leadership positions. Max Weber promulgated a bureaucratic system that was designed to ensure an orderly process for orderly management of the orderly production of work and outlined an objective standard for the selection of individuals for leadership positions.

The failure of the classic management theorists to recognize the important factor of the human element in the application of leadership opened discussion of the issue by the human relations theorists. The work of the human relations theorists reacted to the "leader-or task-focused" leadership of the classical theorists (Stogdill, 1981, p. 292). The human relations theorists added a new element to the discourse of leadership by focusing on the importance of human factor and its effect on leadership.

Human Relations Theory

In this section, the human relations theorists are reviewed for their impact on the development of leadership theory. This section focuses on the work of writers who placed emphasis on the human aspect of work, supervision, organization, and leadership. The works of Mary Parker Follett and Chester Barnard were selected to provide an understanding of organizational management and leadership from the perspective of writers who believed in the importance of incorporating the human element into the theory and practice of management.

One of the first writers to develop theory that focused on the human relationship that existed in the workplace was Mary Parker Follett. Follett acknowledged the importance of procedure, chain of command and structure, but she also recognized what classic management theorists failed to realize: the significant contributions or potential failures that could be brought about by the human component of the machinery of business.

You may bring together all the parts of a machine, but you do not have the *machine* until they are properly related. The chief task of organization is how to relate the parts so that you have a working unit; then you get effective participation. (Metcalf & Urwick, 1942, p. 212)

The effectiveness of the organization is determined by the level of the participation of the parts of the machine. In this passage, Follett clearly demonstrated the shift in thinking from management by obedience to management by cooperation and working toward a commonly understood purpose (Metcalf & Urwick, 1942). Follett believed it was useless to view the worker, the administration and the work as separate entities. "We must study the workman and the employer in their relation to the facts-and then the facts themselves become as active as any other part of the total situation" (Follett, 1924, p. 69). Here, the

interaction between the worker and management is a dynamic factor that must be dealt with for the good of the organization. Follett (1924) observed that scientists studied the responses and behaviors of infants, primitive tribes, and animals to situations, but the study of human relations in social situations was ignored. The need for the study of workers in relation to job factors led Follett to develop an organizational theory based on human nature.

Follett suggested four fundamental principles of organization: evoking, interacting, integrating and emerging (Metcalf & Urwick, 1942). The leader had a role in each of these principles. By evoking, the leader encouraged full participation by teaching, and persuading others to follow rather than ordering subservience. By interacting, the leader expressed harmony and unity to create a common purpose. By integration, the leader created a coherent group that can function effectively to reach the common purpose. By emerging, the leader facilitated the evolution of the organization.

The essence of Follett's four fundamental principles of organizations was in explaining the importance of the human element and how it created fluid situations in the workplace. The relationship created by the management with the worker in reaction to the ever-evolving situation was the key to the success of the organization. The leadership concepts expressed by Follett signaled a departure from the mechanical aspects of classic management theory and signaled a shift toward human relations theory.

Chester Barnard (1938), in The Functions of the Executive, was also concerned with addressing the role of management and the leader with an emphasis on the changing nature of the relationship and stressed cooperation between human beings and organizations. Barnard defined organizations as "an interpersonal system of coordinated

human efforts" (p. 94). He outlined the elements of an organization as communication, the willingness to serve, and common purpose. Barnard (1938) expressed the significance of the interaction between these elements.

The vitality of the organization lies in the willingness of the individuals to contribute forces to the cooperative system. This willingness requires the belief that the purpose can be carried out, a faith that diminishes to the vanishing point as it appears that it is not in fact in process of being attained. Hence, when effectiveness ceases, willingness to contribute disappears. The continuance of willingness also depends upon the satisfactions that are secured by individual contributors in the process of carrying out the purpose. If the satisfactions do not exceed the sacrifices required, willingness disappears, and the condition is one of organizational inefficiency. If the satisfactions exceed the sacrifices, willingness persists, and the condition is one of efficiency of organization. (p. 82)

Here, Barnard demonstrated how human nature influences the ability of the organization to achieve its purpose. The goals of individual satisfaction and organizational purpose can be achieved through maintaining an internal "equilibrium" that balances the potential divergence of interests between employer and employee (Barnard, 1938, p. 83). Barnard, like Follett recognized the fluidity of situations that involved human beings in social settings and the potential for positive or negative reactions to management actions that could affect the achievement of organizational goals.

Barnard (1938) also theorized on the functions and responsibilities of the executive in a leadership capacity. Barnard defined executive functions as "not that of the organization, but the specialized work of maintaining the organization in operation" (p. 215). The functions of the executive paralleled the elements of the organization: to provide the system of communication; to promote the securing of essential efforts; and, to formulate and define purpose. As in the organization, these elements were interrelated and success was achieved through the equilibrium of the elements. The responsibility of the executive was to incorporate the "moral factor" into the implementation of the

functions (p. 259). Barnard viewed leadership as more than simply functionary duties.

Leadership had the responsibility to

inspire cooperative personal decision by creating faith; faith in common understanding, faith in the probability of success, faith in the ultimate satisfaction of personal motives, faith in the integrity of objective authority, faith in the superiority of common purpose as a personal aim of those who partake in it. (Barnard, 1938, p. 259)

Barnard brought leadership theory to a new level in his description of the moral responsibility of the leader. Barnard theorized about the need for cooperation in the social system of the organization. Like Henri Fayol, who stressed that administrators needed to use personal qualities to apply his principles, Barnard demonstrated how to inspire faith in others to achieve cooperation and ultimately reach organizational goals. Later theorists stressed the importance of the moral responsibility of the leader much in the same way that was expressed by Barnard.

Barnard believed in the mutual cooperation of individuals to freely engage in the business of an organization for their own personal benefit and to achieve the goals of the organization. The human element and the nature of evolving internal and external situations were recognized by Barnard as important factors in developing and maintaining effective and efficient organizations. The realization that situational conditions affected individual decision-making marked the difference between the classical management theorists and the human relations theorists.

In summary, human relations theorists recognized that the workplace was not a static environment in which every situation could be controlled. Humans were considered social beings and, as such, require more active engagement than was provided by the classical management theorists. The success of the organization was dependent not only

on the efficient and orderly process of business, but also on the perceptions, satisfaction, and cooperation of the employees at all levels of the organization. Follett and Barnard are considered "bridges between eras" because of their place in time and their introduction of new ideas into classical management theory (Wren, 1979, p. 346). Unlike classical management theorists, Follett and Barnard focused on the responsibilities of management to assume leadership qualities such as inspiring and persuading. Also, morality, harmony and unity were new concepts introduced to the discourse of leadership. While the human relations theorists moved forward from the classical management theorists in recognizing the role human qualities play in the application of leadership, they did not address the human qualities of adaptability and reasoning (March & Simon, 1958). The human relation theorists began the work of studying human interaction in organizations that led to later development by the behavior theorists.

Behaviorist Theory

In this section, behaviorist theory is reviewed to demonstrate its impact on the development of leadership theory. This section focuses on the work of writers who placed emphasis on the reaction of humans to stimuli in the workplace. The works of James McGregor, Rensis Likert, and Herbert Simon have been selected for review. These theorists provide an understanding of organizational management and leadership from the perspective of writers who believed in the importance of studying the behavior of individuals in organizations.

In The Human Side of Enterprise, Douglas McGregor (1960) worked from the premise that management decisions created behavioral consequences among workers. He believed that a management theory that attempted to control human behavior was

unsuccessful unless it addressed an appropriate means necessary to motivate workers.

In engineering, control consists in adjustment to natural law. It does not mean making nature do our bidding. We do not, for example, dig channels in the expectation that water will flow uphill. . . . With respect to physical phenomena, control involves the selection of the means which are appropriate to the nature of the phenomena with which we are concerned. In the human field the situation is the same, but we often dig channels to make water flow uphill. Many of our attempts to control behavior, far from representing selective adaptations, are in direct violation of human nature. They consist in trying to make people behave as we wish without concern for natural law. Yet we can no more expect to achieve the desired results through inappropriate action in this field than in engineering. (McGregor, 1960, p. 8)

McGregor recognized that as society advanced there was a growing interdependence of management and workers. There was a shift in the rule of management away from strict authority to force compliance to other means of influence focusing on satisfying the needs of the individuals. The basic assumption was that in an advanced society, as the physical needs of the workers were taken care of, the social needs became important motivators for behavior.

In the development of Theory X and Y, McGregor (1960) addressed the basic assumptions of management theory. Theory X promoted a negative and limiting approach to human motivation. Specifically, that human beings had an inherent dislike of work, that force was needed as motivation, and that human beings had a lack of ambition (McGregor, 1960). Theory Y promoted a positive and unlimited approach to human motivation. Specifically, that human beings liked work and sought responsibility, that they were intelligent and could exercise internal motivation to reach goals where there was a desired reward, but were underutilized as a resource. McGregor provided a shift in theory away from strict control of classical management theorists to what he refers to as "integration" (p. 49). Integration was the manipulation of working conditions to inspire

the desired human behavior of self-motivation in order to achieve the production desired by management and meet the societal needs of the worker.

McGregor (1960) also addressed the issues of the professionalization of management staff, ethics and leadership. The theory and science of management created a body of knowledge from which the manager could draw, therefore, he or she was no longer reliant only on personal experience, and in doing so, became a professional. The status as a professional brought with it an ethical responsibility. McGregor expressed concern that management not only change its methods, but also live up to societal expectations that support the ethical treatment of workers in preserving and respecting human values. Finally, McGregor viewed leadership as a relationship that involved four variables: the characteristics of the leader, the characteristics of the followers, the characteristics of the organization, and the social, economic and political environment. Leadership, in this case, was not based in any one individual, but rather a fluid situation subject to the interaction inherent in the four variables. The concepts of professionalism, ethics, and leadership as stated by McGregor will be further developed by later theorists.

Rensis Likert (1961) believed that there was no single method of management that was correct for every situation and that every situation had to be considered within the context of the relationships in the organization. "Supervision is, therefore, always a relative process. To be effective and to communicate as intended, a leader must always adapt his behavior to take into account the expectations, values, and interpersonal skills of those with whom he is interacting" (p. 95). Likert offered a new theory of management based on what he called the "principle of supportive relationships" (p. 102).

The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and all relationships with the

organization each member will, in light of his background, values, and expectations, view the experience as supportive and one which builds and maintains his sense of personal worth and importance. (Likert, 1961, p. 103)

Likert adopted an employee-oriented (Likert, 1961, Stogdill, 1981) or participative (Wren, 1979) approach to leadership in organizations. Under this approach, the leader evaluated all aspects of the situation before rendering a decision. Likert, like McGregor, focused on the leader's need to be aware of relationships, the environment in which decisions were made and the actions and reactions of subordinates, in order to maintain a positive and supportive atmosphere to achieve the organizational objectives.

Herbert Simon (1976) observed that management decisions and administrative principles were designed to produce actions on the part of the individual. Simon noted that not only was it important to be concerned about what action was taken, but that it was equally important for the administration to be concerned with the individual's thought process and choices that produced the desired action in the individual. "All behavior involves conscious or unconscious selection of particular actions out of all those which are physically possible to the actor and to those persons over whom he exercises influence and authority" (p. 3). Simon believed that the reasons why an individual chose a particular course of action over another should be shaped by the organization to determine the outcome of the action taken.

Simon (1976) noted that administration was a group-centered activity and, as such, it required procedures to coordinate the activities of the group to ensure reaching the organizational goal. In order to reach the organizational goal, Simon outlined two methods for organizations to influence the decision-making processes of individuals: "(1) establishing in the operative employee *himself* attitudes, habits, and a state of mind

which lead him to reach that decision which is advantageous to the organization, and (2) imposing on the operative employee decisions reached elsewhere in the organization" (p. 11). In other words, Simon advocated influencing the behavior of the individual through collective programming, or by management directive. The result of this action will be predictable behavior by the individual upon which others in the organization can rely in their decision-making processes toward achieving the organizational goal.

In his method for influencing the decision-making process, Simon (1976) believed the role of the leader was to function as a teacher to guide the individual to the desired objective through the development of group thought processes. As the individuals learned the expected objectives, their behaviors became similar in like situations producing a commonality of action. Simon offered a strategy that was based in behaviorist theory, but one that also had parallels to classical management theory. Simon recognized that decision-making was based on individual experiences and that human choice could be directed by behavior modification. In his methodology, Simon essentially applied a task-management approach to the thought processes of the individual through the development of collective thought to produce the desired result.

In summary, the behaviorists not only believed in the need to address the human factor as the human relations theorists stated, they actively attempted to direct the actions of subordinates by anticipating or predicting behavior in certain situations. McGregor and Likert realized the responsibility of the leader was to create a positive environment, to consider all of the factors involved in decision-making and to anticipate the reactions of subordinates and their affect on achieving objectives. Simon advocated that the leader shape the behavior of the individual by creating a cultural identity that would standardize

the choices or behavior of the individual. The concept of institutional culture and its importance in leadership theory was developed further by contemporary and educational leadership theorists.

Contemporary Theory

Since the late 1970's, leadership theory has been influenced by writers who stressed the difference between management and leadership. This section focuses on writers who viewed leadership as a quality that was separate from management, who recognized the importance of organizational culture, and who advanced the moral and visionary responsibilities of leadership. The writings of W. Edwards Deming, James McGregor Burns, Edgar Schein, Peter Senge, Burton Nanus, and Max De Pree are highlighted in this section. These writers provide an understanding of the divergence of management theory and leadership theory during this period, and establish a basis for developments in modern educational leadership theory.

The focus on leadership, which commands so much attention in education theory today, grew out of the business world, and had "roots" in Total Quality Management and W. Edwards Deming (Fullan, 2000, p. 1). Leadership was an important component of Deming's theory of management "the job of management is not supervision, but leadership" (Deming, 1982, p. 54).

The aim of leadership should be to improve the performance of man and machine, to improve quality, to increase output, and simultaneously to bring pride of workmanship to people. Put in a negative way, the aim of leadership is not merely to find and record the failures of men, but to remove the causes of failure: to help people to do a better job with less effort. (Deming, 1982, p. 248)

Deming (2000), in his management theory, designed 14 points for the "transformation of American industry" (p. 26). Many of Deming's points stressed

replacing management with leadership. Deming promoted the notions of creating purpose, promoting continuous education and improvement, braking down barriers, eliminating fear and adversarial relationships, and substituting leadership. Deming's 14th point focused on teamwork in that accomplishing the "transformation [of the organization] is everybody's job" (p. 27). Deming developed ideas that could be viewed as foundational work in recognizing the importance of organizational culture, the ascendancy of leadership over management and the concept of teamwork.

The theoretical difference between management and leadership was described by James McGregor Burns. In Leadership, Burns (1978) introduced transactional and transformational theories of leadership. Burns also wrote about the higher calling of leadership when compared to management.

Some define leadership as leaders making followers do what followers would not otherwise do, or as leaders making followers do what the leaders want them to do; I define leadership as leaders inducing followers to act for certain goals that represent the values and the motivations-the wants and needs, the aspirations and expectations-of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations. (p. 19)

The leadership theory proposed by Burns was based on the relationship and interaction between the leader and the follower. Burns believed that the interaction operated on two levels, the transactional and the transformational. Transactional leadership "occurs when one person takes the initiative in making contact with others for the purpose of the exchange of valued things" (p. 19). Transformational leadership "occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). The differences in these leadership styles are significant. Under transactional theory, the leader and the follower

possess their own motivations for the interaction, and they leave the interaction with their desires fulfilled without further concern. Under transformational theory, the leader and the follower may possess their own motivations for the interaction, but together they realize a common goal and are changed by the process. The change, or transformation, in the participants is found in the unity of purpose that raises the goal beyond individual satisfaction to a spiritual or moral level.

Burns's (1978) theory provided a clear distinction between the operational aspects of business management under transactional theory and the elevation of leadership to a higher level under transformational theory. Like the human relations and behavior theorists, Burns recognized the need for leaders to look beyond the simple business transaction to achieve more meaningful interaction and relationships in the organization. Transformational leadership theory will provide a basis for the development of educational leadership by later theorists.

Another important aspect in the emergence of leadership theory as distinct from management theory was the recognition of the influence of the culture of an organization. Edgar Schein (1985) believed that "much of what is mysterious about leadership becomes clearer if we separate leadership from management and link leadership specifically to creating and changing culture" (p. xi). Schein defined organizational culture as "the basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and that define in a basic 'taken for granted' fashion an organization's view of itself and its environment" (p. 6). Culture can be recognized in the actions and reactions of the members of the organization because they are learned behaviors in response to the established norms of the organization.

Schein (1985) recognized that leadership manifested itself in shaping and changing culture, "the unique and essential function of leadership is the manipulation of culture" (p. 317). Schein provided a list of skills required for the leader who can "operate from within" to change culture (p. 322). Firstly, the leader must understand the positive and negative aspects of the culture. Secondly, the leader must possess the motivation to change the culture. Thirdly, the leader must have the strength to withstand the emotional turmoil that change brings. Fourthly, the leader must possess the ability to offer and sell a new vision to the organization to overcome existing cultural assumptions. Fifthly, the leader must encourage meaningful participation in the process of cultural change. And finally, the leader must delve into the culture to understand its fundamental basis in order to create effective cultural change. Schein, like Burns, separates management from leadership and stressed the recognition of organizational culture as an important factor in the ability of the leader to be effective. The concept of organizational culture and its relationship to leadership will be expanded by educational leadership theorists.

In The Fifth Discipline, Senge (1990) criticized management and leadership theory that promoted dissecting problems into component parts in order to find the solution. Senge proposed creating "learning organizations . . . where people continually expand their capacity to create the results they truly desire, where people are continually learning how to learn together" (p. 3). Senge designed five disciplines to be employed in the creation of a learning organization. The five disciplines are systems thinking, personal mastery, mental models, building a shared vision, and team learning. Systems thinking was defined as looking at the organization as a whole and understanding the connectivity between processes. Personal mastery referred to a deep commitment to self-development

and organizational learning. Mental models referred to an individual breaking free of internal biases to learn new ways of thinking. Building a shared vision was defined as "binding people together around a common identity and sense of destiny" (p. 9). Team learning was defined as recognizing the impediments to teamwork and engaging in the interaction necessary to learn from each other. Senge also referred to these disciplines as "leadership disciplines" (p 359) because individuals could use these principles to assume leadership positions. Senge's framework for building learning organizations included elements of transformational leadership theory and the importance of organizational culture.

The concept of transformational leadership can be found in the disciplines of personal mastery and mental models. Transformational leadership recognizes that the individual must understand self and be committed to purpose to be able to learn new ways of thinking. The concept of culture is manifested in systems thinking. Understanding the why and how of an organization, or in other words its culture, is critical to an individual in a leadership position. Team learning and building a shared vision contain elements of transformational leadership theory and aspects of organizational culture. Team learning is implied in transformational leadership and can be an integral part of the culture of an organization. Building a shared vision to bind people to a common cause is an important element of transformational leadership and organizational culture.

The work of Senge included the concept of vision as an important element of a learning organization. Nanus (1992) described vision as "a realistic, credible, attractive future for your organization" (p. 8). Visionary leaders are successful because "the right

vision attracts commitment and energizes people. . . . [it] creates meaning in worker's lives. . . . [it] establishes a standard of excellence. . . . [and it] bridges the present and the future" (p. 16-17). Nanus believed that visionary leadership empowered workers by giving them a shared sense of destiny with the organization. De Pree (1989) stated that vision provided an organization with momentum. According to De Pree, vision provided the ideal of what the company should be, based on a well-developed strategic plan that was effectively communicated to and implemented by all members of the organization who were accountable for its success. The concept of vision is implied in all of the writings reviewed in this section of the review. Vision is an important element of transformational leadership because it provides the common purpose needed to inspire others. Vision is essential in engaging others to create or change organizational culture. Also, vision provides the bond that brings the team together in a learning organization.

In summary, contemporary leadership theory continued to build on the work of prior theorists while expanding the discourse into new areas. The foundational work of other theorists is demonstrated in comparing transactional leadership to scientific management, where the exchange between worker and management is stated in terms of good wages for an efficient workforce. The moral elements of transformational leadership theory have early beginnings in the work of Barnard (1938), who thought it the role of the leader to "inspire . . . faith in the superiority of the common purpose as a personal aim of those who partake in it" (p. 259). The recognition of the influence of the leader on organizational culture can be found in Simon (1976) when he promoted "establishing in the operative employee *himself* attitudes, habits, and a state of mind which lead him to reach that decision which is advantageous to the organization" (p. 11).

Deming, Burns, Schein, Senge, Bennis, and De Pree each demonstrated the shift in thinking from leadership based on what Senge (1990) referred to as "traditional authoritarianism" to new concepts that reflected the "evolution in the nature of work as a social institution" (p. 5). The concepts of organizational culture, learning organizations and visionary leadership expressed in the work of the contemporary theorists reviewed in this section will be expanded on by educational leadership theorists.

Educational Leadership Theory

To this point, the literature review has considered leadership as it developed under management and organizational theory. Under these theories, the focus has been on the role of the leader in the development of organizational structure and culture, the necessity of addressing the humanness of the worker, and the ability to influence and inspire the actions of groups of individuals. The focus of this review will now shift to educational leadership theory.

Educational leadership theory incorporated many of the aspects of the scientific management theorists, human relations theorists, behavior theorists, and contemporary leadership theorists. Siegrist (1999) wrote that educational administration had its beginnings in scientific management, behaviorism and organizational sociology, but is now influenced "by the nature of those being led and the culture of the organizations in which they work" (para. 4). Sergiovanni (1994b) noted that educational administration and leadership theory was grounded in organizational management theory, and he called for the field of education to "develop an identity of its own" (para. 1). Hodgkinson (1991) noted that educational leadership differed from other fields in that it lacked the tangible aspect of "goal specificity" (p. 62) and a clear connection of financial expenditures to

meaningful outcomes which created an "especially difficult, especially challenging and especially moral" (p. 63) leadership quandary. In order to provide an understanding of leadership theory and its influence in the field of education, this section of the literature review will provide a brief historical background and then focus on the work of Robert Greenleaf, Lee Bolman, Terrance Deal, and Thomas Sergiovanni.

The first works written on school administration appeared near the middle of the nineteenth century (English, 1994). English described these texts as "examinations of the problems facing school persons, together with prescriptions regarding rules, pupils, curriculum, teaching, and other administrative problems facing schools of the times" (p. 102). "These texts indicate that the field of educational administration emerged around 1800 in response to legislation [establishing schools and school districts] introduced in the late eighteenth century" (p. 103). The term leader or leadership, according to English, does not appear in the literature of educational administration until the twentieth century. English credited Elwood P. Cubberley with first using the terms leader and leadership in his writings on school administration that were published early in the twentieth century.

Once school administrators were proclaimed "leaders", and authors describing their functions switched their allegiance from short-term measures of efficiency to more longer lasting perspectives, educational administration came face-to-face with the inadequacies of its own traditions-notably its emphasis on scientism, behaviorism and structuralism. (English, 1994, p. 112)

The recognition of educational administrators as leaders sets the stage for the emergence of leadership theory in the field of education. As this literature review has demonstrated, much of the leadership theory in existence developed out of organizational management theory. Now the emphasis shifts to the acknowledgement of education as a unique field beset with particular problems that may not be fully and adequately addressed through

the adoption or adaptation of leadership theory developed for other fields. The focus of this section is on the spirituality and moral nature of educational leadership.

The ideas put forth by the contemporary leadership theorists focused on leadership as a function of industry, culture and community. Leadership emerging from the individual through inspiration and values were concepts evident in the development of the servant leadership theory. The concept of servant leadership has been very influential as a model in educational leadership theory. In Servant Leadership, Greenleaf (1977) stated that the notion of the servant leader developed out of the campus unrest and student attitudes of hopelessness that he observed during the 1960's and 1970's, and the lack of interest of the higher education community to "nurture leaders or to understand followership" (p. 4). Greenleaf suggested that the concept of both the servant and the leader could be found in the same individual. The servant, whether a leader or a follower "is always searching, listening, expecting that a better wheel for these times is in the making" (p. 9).

A new moral principle is emerging which holds that the only authority deserving of one's allegiance is that which is freely and knowingly granted by the led to the leader in response to, and in proportion to, the clearly evident servant stature of the leader. Those who choose to follow this principle will not casually accept the authority of existing institutions. Rather, they will freely respond only to individuals who are chosen as leaders because they are proven and trusted as servants. To the extent that this principle prevails in the future, the only truly viable institutions will be those that are predominately servant-led. (p. 10)

Greenleaf challenged the educational community to address its failings in the areas of nurturing leaders, the concept of education as social advancement, and the teaching of values. Firstly, Greenleaf stated that educators have failed "to offer explicit preparation for leadership to those who have the potential for it" (p. 164). Secondly, educators focused too intently on the purpose of education as a tool for "social mobility" (p.164),

rather than the development of leaders for the existing class structure. Finally, educators teach about values, but "make no judgments about what they ought to be" (p. 165). Greenleaf addressed the nature of leadership as individual service to others that developed from an internal desire for caring about others and through leading by example. His criticism of the educational community called for a recognition of the responsibility of educators to assume the moral leadership of their field.

Moral leadership was not a new concept, however, now it is brought to the forefront by Greenleaf. This review has noted the concept of moral leadership beginning with the work of Chester Barnard. According to Barnard (1938), one of the essential functions of the executive was to incorporate the "moral factor" (p. 259) and to

inspire cooperative personal decision by creating faith; faith in common understanding, faith in the probability of success, faith in the ultimate satisfaction of personal motives, faith in the integrity of objective authority, faith in the superiority of common purpose as a personal aim of those who partake in it. (p. 259)

Moral leadership was also prominent in the work of James McGregor Burns (1978), when he stated that transformational leadership "occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). Morality, as an integral component of leadership in the field of education, was also addressed by other educational leadership theorists.

In Reframing Organizations, Lee Bolman and Terrence Deal (1997) distilled existing management theory into a series of four frames to be used as multiple approaches to the application of management and leadership. The four frames included the structural frame, the human resource frame, the political frame, and the symbolic

frame. The structural frame, based on the work of scientific management theorists including Frederick Taylor, Henri Fayol and Max Weber, "reflects a belief in rationality and a faith that the right formal arrangements minimize problems and increase quality and performance" (p. 39). The work of Douglas McGregor's Theory X and Y led to the development of the human resource frame that "regards people's skills, attitudes, energy, and commitment as vital resources capable of either making or breaking the enterprise" (p. 101). The political frame recognized that organizations are "alive" and consist of coalitions of individuals who make decisions on the allocation of scarce resources that introduce conflict and a struggle over decision-making power (p. 163). In the symbolic frame, "meaning, belief, and faith are central" to the understanding of organizations (p. 216). Bolman and Deal utilized the concepts expressed in earlier management and leadership theory to establish a multifaceted approach to the role of the leader.

Under Bolman and Deal's (1997) model, leadership was manifested in the ability of the leader to view a situation from different viewpoints, or to "reframe" their thought process to develop an alternative response to the situation that will produce the desired result (p. 280).

Reframing offers a way to get beyond narrow and oversimplified views of leadership. Each of the frames offers a distinctive image of the leadership process. Depending on leader and circumstance, each can lead to compelling and constructive leadership, but none is right for all times and seasons. (p. 302)

By integrating "multiple frames into a comprehensive approach to leadership" the leader will address issues and solve problems more effectively (p. 317). In sum, the effective leader must be able to recognize that a singular theoretical approach to decision-making will fail to provide the leader with the most appropriate resolution in every situation.

Bolman and Deal (1992) stated, "The symbolic frame is the best predictor of

effective leadership" (para. 13). While the other frames, structural, human resource and political, offer a rational perspective of leadership, the symbolic frame provides a leadership model based on inspiration, and it creates spirit, faith and meaning in others. This point is furthered by Bolman and Deal (2001) where they observed a proliferation of "spiritual hunger and restlessness" in individuals unsatisfied by the daily routine (p. 5). The solution they offered is found in "reclaiming the enduring human capacity that gives our lives passion and purpose" (Bolman & Deal, 2001, p. 12). Bolman and Deal provide an operational framework for the implementation of traditional theory and new ideas in leadership that stress inspiration and values over aspiration and achievement.

Thomas Sergiovanni (1994a) focused on the human need for meaning and significance in stating, "The need for community was universal" (p. xiii). Sergiovanni used the terms *gemeinschaft* (community) and *gesellschaft* (society), attributed to Ferdinand Tonnies, to explain his concept of a learning community and its importance in educational leadership. Sergiovanni realized that there was a need for education to reflect the needs of the larger society that was responsible for the modernization and technological advancement of the human race. But he also realized that there was a need for education to reflect the values of the smaller community that was responsible for creating the values and identity of individuals. Sergiovanni proposed that educators reengineer schools based on the community that exists within the established society. The focus on community would encourage the development of a clear purpose for the school based on shared values or "a community of mind" (p. 8), "a broad commitment to the professional ideal" (p. 153), the commitment to become "a community of learners" (p. 154), and the development of leadership with an "emphasis shift from bureaucratic and

personal authority to professional and moral authority" (p. 189). Sergiovanni's learning community, like Senge's learning organization, was based on an individual's commitment to shared values, growing and learning with others, and striving for validation of purpose.

Sergiovanni (1992) lamented the failure of traditional leadership theory for presenting "leadership as behavior rather than action, as something psychological rather than spiritual, as having to do with persons rather than ideas. . . . We have overemphasized bureaucratic, psychological, and technical-rational authority, seriously neglecting professional and moral authority" (p. 3). Sergiovanni stated that traditional leadership methods were needed, but they did little to develop collegiality, or foster a sense of leadership. Sergiovanni, like Bolman and Deal, envisioned a combined approach to the practice of leadership leading to the creation of a community of learners. The elements of the combined approach included command and instructional methods, the "leader of leaders" (p. 123) concept and servant leadership.

Initially (and because of the circumstances faced) the command and instruction features of the leadership pattern may be more prominent. In time, however (and with deliberative effort), they yield more and more to the leader of leaders style and to servant leadership. (p. 126)

The command and instructional methods described by Sergiovanni were similar to scientific management principles of direct management, authoritarian and bureaucratic. Sergiovanni's leader of leaders concept focused on creating a team, developing leadership in subordinates, and shared decision-making to enhance professionalism and moral authority. Servant leadership would follow as a natural outgrowth of the leader of leaders concept as subordinates evolved into professional educators and leaders in their own right. Here, leadership was manifested in fostering the development of the sense of

community and preparing for the establishment of the learning community.

In summary, educational leadership theory incorporated many of the aspects of the scientific management theorists, human relations theorists, behavior theorists, and contemporary leadership theorists. With the recognition of educational administrators as leaders, the emphasis shifted to the acknowledgement of education as a unique field beset with particular problems that were not fully and adequately addressed through the adoption or adaptation of leadership theory developed for other fields. The focus of the theorists presented in this section was centered on the spiritual and moral nature of educational leadership rather than the functional, structural, or scientific methodologies. Greenleaf's concept of servant leadership and the need for the individual to be responsible for leadership based moral authority was supported by the "spiritual hunger and restlessness" (Bolman & Deal, 2001, p. 5) and the "human need for meaning" (Sergiovanni, 1994a, p. 189) found to exist in recent times. The field of educational leadership is relatively new and it will continue to develop as educators and those who educate educators abandon the "legacy of efficiency in systems theory and now total quality management" (English, 1994, p. 231) and advance the ideas of moral leadership.

Governing Boards in Higher Education

The boards of trustees of community colleges follow the governance guidelines established by the Association of Governing Boards of Universities and Colleges and the Association of Community College Trustees. Richard Ingram (1995) emphasized the importance of the role of the governing board.

The nation needs its most able and influential citizens to serve on the boards of public higher education—men and women who understand the finances of large and complex academic institutions, the political and social issues that find their way into boardrooms, and the responsibilities and duties associated with advocacy

on behalf of the public trust. We need stronger partnerships and more trust between boards and chief executives-something that must be earned on both sides. (p. 32)

In this section, the work of writers who emphasized the development of leadership for governing boards of public institutions is reviewed. The leadership role of community college chairs is highlighted, with a focus on professional and personal relationships.

The Role of the Board

Trustees of public institutions of higher learning are responsible for making policy decisions that affect millions of college students and thousands of administrators, faculty and staff. The issue of institutional governance is, therefore, a subject of interest to those in leadership positions in higher education. The Association of Governing Boards of Universities and Colleges, in a publication by Ingram (1997) listed the responsibilities of the trustees of public institutions of higher learning as

- (a) setting and clarifying the mission and purpose,
- (b) appointing the chief executive,
- (c) supporting the chief executive,
- (d) monitoring the chief executive's performance,
- (e) reviewing educational and public service programs,
- (f) ensuring adequate resources,
- (g) ensuring good management,
- (h) preserving institutional independence,
- (i) relating campus to community and community to campus, and
- (j) serving as a court of appeal.

Fisher (1991) added three elements to the Association of Governing Boards of

Universities and College's list of trustee responsibilities: evaluating the institution, assessing board policies, and representing both the institution and the public. Carver and Mayhew (1994), in their statement on policy governance, viewed trustee responsibilities as a distinct "values added" concept to distinguish them from management duties (p. 25). These responsibilities are contained in three basic concepts outlined as means rather than ends, to provide a linkage between the public owners and the institution, establish written governance policies, and assure that the work of the chief executive is done. In this section, the examples cited of trustee responsibilities only addressed the mechanical and legal obligations of trusteeship.

Smith (2000) "distilled" a list of trustee responsibilities from the work of others and her own observations (p. 17). Smith's list of trustee responsibilities combined the mechanical and legal obligations of trusteeship with the leadership component of moral responsibility. Trustee responsibilities as outlined by Smith included,

- (a) act as a unit,
- (b) represent the common good,
- (c) set policy direction,
- (d) employ, support, and evaluate the chief executive officer;
- (e) define policy standards for college operations,
- (f) monitor institutional performance,
- (g) create a positive climate,
- (h) support and advocate the interests of the institution, and
- (i) lead as a thoughtful, educated team. (p. 17)

There is a major difference between the work of Ingram, Fisher, Carver, and Mayhew when contrasted with Smith. Smith included an implied moral component of personal character and professional behavior in her view of trustee responsibilities. Smith defined trustee responsibilities in terms of leadership rather than of functionaries, "boards are more than another layer of administration" (p. 17). The issue of moral ownership and

moral tone as a component of trusteeship has been expressed by other writers (Carver, 1990; Carver & Mayhew, 1994; Davis, 1992), but not in the context of specific responsibilities. Smith's list of responsibilities is also distinctive for its expression of trustee obligations in terms of group cohesiveness, cooperation and collegiality.

The Board-President Relationship

The significance of the relationship between the members of the board and the president cannot be overstated. "No single relationship in the organization is as important as that between the board and its chief executive officer" (Carver, 1990, p. 109). The board-president relationship is "important to the progress and achievement of a community college under normal circumstances, an effective relationship is even more critical in times of crisis and change" (Weisman & Vaughn, 1997, p. 1). The relationship between the board and the president is based on the interaction of a number of individuals who have to "really work to establish a quality relationship" (Doser, 1990, p. 4). Levin (1991) listed five reasons supporting the importance of this relationship. According to Levin, the board-president relationship affected the image and functions of the college in the following areas: the environment external to the college, including the community and government officials; the internal constituencies of administration, faculty and staff; the consistency of the message of the college; the process of governance; and the portrayal of the values of the college. The actions of and the interaction between the board and the president are critical to the image of the institution because they "send signals of their support" to various constituencies (Jones, 1993, p. 92). In words and deeds, the relationship between the board and the president is closely monitored by those involved with the institution to provide a sense of unity and stability.

Sherman (1999) listed six essential elements of a successful board-president relationship:

1. Good board-president relations begin, continue, and end with ethical behavior;
2. The board and the president must communicate with each other openly, appropriately, and even-handedly;
3. The board and the president must each know their separate responsibilities;
4. The board and the president should each be evaluated annually;
5. The board and the president need to encourage each other; and
6. Facilitating the board process-the sixth essential. (p. v)

The first five essentials refer to the individual elements of board interaction. The sixth essential, facilitating the board process, refers to the ability of the board to function properly. Sherman (1999) contended that without proper leadership and respect among the board and administration, the other five essentials would be neutralized. Therefore, it is important for the board and the president to realize the impact of their actions in formal and informal settings, and in the professional and personal nature of their relationship.

In any relationship, there must be a certain level of communication that transcends verbal comment and written word. In the board-president relationship, trust is an important component. Nielsen and Newton (1997) observed that mutual trust between the board and the president was integral to a successful relationship.

Trust is the key to positive and productive board-president relations. Just as each community college is different, so is each president and trustee. Build on the foundation of respect and integrity, find the style that is most successful for the individuals involved, and adapt. (p. 40)

Vaughn and Weisman (1997) identified "trust and mutual support" as the foundation of a lasting and successful relationship (p. 53). Trust forms the basis of a relationship that can grow in different directions. Martin (1996) found that the loneliness experienced in occupying the office of the president can be offset by friendship with trustees who "are

not beholden to the president for their jobs" (p. 23). In addition, Sherman (1999) noted that "social activities are very important. . . . As trustees and presidents get to know each other better through such activities, an atmosphere of trust develops among them, making it possible for members of the leadership team to communicate more openly" (p. 5). Friendship and social interaction moves the board-president relationship from the professional level to a personal level. A personal relationship has the potential for a positive impact on the institution by breaking down formal barriers to interaction. The importance of the development, character, and tone of the relationship that develops between the board and the president intensifies when applied to the chair and the president.

The Role of the Chair

The board chair has been described as "the most important officer of the board" (Smith, 2000, p. 35), and the "first among equals" (Davis, 1992, p. 164). While the position of the leader of the board distinguishes the chair from the other trustees, the responsibilities associated with the position are significant. The chair has many roles to fill simultaneously (Martin, 1997). The chair has to perform the legal obligations outlined in board policies or state statutes, and the duties of a team leader. Ingram (1993) stated that the chair had four main responsibilities: to be knowledgeable about important issues affecting the college; to assess and orientate board members; to be the spokesperson for the board; and to be the conscience and disciplinarian of the board. The "holistic" approach for board leadership favored by John Carver (1990) stressed the role of the chair as a facilitator "responsible for the integrity of the board process" (p. 152), rather than a power unto itself. Smith (2000) offered a similar, but more defined leadership role

for the chair that included "fostering teamwork and resolving problems, preside over meetings, represent the board, and work closely with the CEO" (p. 36). The most important aspects of the role of the chair in Smith's outline are not found in the mechanical duties of presiding at meetings or in the official duties of representing the board. According to Smith, the leadership of the chair is manifested in fostering teamwork, resolving problems and working closely with the CEO.

The responsibility for team building can be shared by the chair and the president (Fisher, 1991). A close and successful working relationship among the leadership team can be developed that allows the individual trustee to select his or her own level of involvement (Nielsen & Newton, 1997).

Ideally, the president and the board are a team of leaders who share common philosophies and objectives. Because of the visibility of this leadership team, its behavior and effectiveness set the tone for the behavior of others at the college. (Boggs & Smith, 1997, p. 43)

The chair and the president are "master teachers" who can provide new board members with an effective guide to understand the complexities of the business of higher education (Martin, 1997, p. 57). Team building can be a difficult task that consumes the "time, patience, understanding, respect, energy and commitment" of the board and the president (Vaughn & Weisman, 1997, p. 45). Sherman (1993) noted that some trustees are wary of assuming a more active leadership role for fear of interfering in the administration of the college. However, Gaskin (1997) thought that the professional expertise of individual trustees should be utilized to augment the strengths of the college. Encouraging trustees to participate as suggested by Gaskin can also promote team building. The chair, in accepting the position, assumes a larger role in the development of the board, in

facilitating the decision-making process, and in working with the president to develop the governance team.

The Chair-President Relationship

The significance of the chair-president relationship manifests itself in two areas, in the official capacity previously discussed, and in personal interaction. Pocock (1989) stated that the chair-president relationship was dependent on a number of factors including the "personal chemistry and drives of the two parties involved" (p. 1).

The multitude of personal qualities and interpersonal skills that make or break would-be leaders are a crucial determinant of the relationship between the chair and the chief executive. The styles of these two leaders do not have to be alike, but they should not conflict with one another. Mutual respect, adjustment to one another's style, clear understanding that there can be only one chief executive and only one board chair, keeping one another informed and aware of travel schedules-all make for an ideal relationship. (Ingram, 1993, p. 336)

Ingram clearly indicated that there was a definite role for the president and the chair and that each must respect the boundaries of these roles. Mutual respect for each other can be demonstrated in public meetings and it may also move to a personal level. The personal relationship between the chair and the president can be furthered by informal communication that will guide the president and build confidence in his or her performance, and keep the chair aware of current developments (Neff, 1992). Once the personal relationship has been established, the chair and the president can apply their "social glue" to the rest of the board by hosting non-college business functions to display their joint leadership and promote unity among the trustees while advancing the college agenda (Chait, Holland & Taylor, 1993, p. 124). The personal relationship of the chair and the president can be used in this manner as a standard of deportment and performance for the rest of the board to follow.

Pocock (1989) describes the chair-president relationship as a "happy marriage plus" (p. 11). The components of this happy marriage are described as compatibility, faith in each other, good communication, listening, and mutual respect (Pocock, 1989). The plus is the fact that the institution, unlike a marriage, will survive after they depart. To achieve a happy marriage plus, community colleges require a chair and president who, through a personal and professional relationship, can create a union that embodies a leadership team that will be strong enough to weather times of trouble, that will have the courage to promote change, and that will have the ability to inspire others to achieve.

In summary, the literature on governing boards of higher education focused on the managerial tasks and legal obligations of trustees as well as the moral and ethical components of group interaction and leadership. The managerial and legal role of board and the chair is found in setting policy and guiding the president to achieve the set goals leading to the development of a successful institution. To accomplish this, trustees must know their role, the limits of their authority, stay within the bounds of governance and avoid interfering in the administration of the college. Further, in addition to the college business, there is the human business of the relationship that develops between the members of the board, the chair, and the president. There will be a relationship that develops between the board members, the board and the president, and the chair and the president. The nature of these relationships, positive or negative, will have a great impact on the institution. This is where the moral and ethical obligations of the trustee are evident. The literature clearly indicated that this aspect of trusteeship is centered on the individual character of the trustee and their ability to become a cohesive group. As a group, trustees must dedicate themselves to preserve and promote the educational

institution they hold in public trust. It is the responsibility of the chair to exhibit the necessary leadership qualities to facilitate this process.

Studies of Governing Boards

Recently, there have been a number of studies on the topic of governing boards in higher education. The studies included topics on trustee effectiveness (Cooper, 1998; Gordon, 2000; Michael, Schwartz & Cravcenco, 2000), the board as a change agent (Highsmith, 1999), trustee perceptions on their policy involvement (Grabowski, 1994), and the perceptions of trustees on their role (Buff, 1995). The participants in these studies were trustees from many different types of institutions ranging from a small seminary college to large public and private colleges and universities.

Additionally, there have been a number of studies on the topic of governing boards at the community college level. Two community college studies dealt with the issue of the board-president relationship. Levin (1991) acknowledged the limited literature on the subject of the relationship between the board and the president. The purpose of his study was to justify the claimed importance of the relationship through the use of a qualitative-interpretive methodology. The study focused on the board-president relationships at three Canadian community colleges. Levin identified five principle reasons supporting the importance of the board-president relationship. Firstly, the relationship influenced the "external environment" (p. 39) through the continuing relationship with the local community and government officials, and by providing specific services that shaped the image of the college. Secondly, the relationship affected faculty, students, administrators and staff by raising the level of trust, reducing conflict, by fostering inclusiveness and by remaining true to the philosophy of the college.

Thirdly, the board-president relationship reinforced the stated values of the institution through words and deeds. Fourthly, the outcomes of the policies and governance of the institution were a reflection of the board-president relationship. Fifthly, the board and the president shared the responsibility to define and maintained the values and basic philosophy of the institution. Levin concluded that the entire college reflected the nature of the board-president relationship, which he described as "a microcosm of the college" (p. 40). Levin's study demonstrated that the board-president relationship is a significant factor in the image, influence and effectiveness of the institution internally and externally.

Deas (1994) studied the board-administration relationship and how it influenced effective management in two community colleges. Twelve areas of board-administration interaction were selected for inclusion in the qualitative case study design. The area of Deas's study relevant to this review involved the board-president relationship. Deas found that 70% of the trustees participating in the study "described their president as a colleague first and an employee second, an indication of the closeness of the relationship" (p. 45). Deas concluded that "supportive and innovative board-administrative partnerships are making a positive contribution to institutional climate at each institution" (p. 51). This study confirmed the importance of the board-president relationship to the internal college community, however unlike Levin's study, it failed to extensively address the importance of the relationship on the external community.

There are very few studies on the chair-president relationship. King and Breuder (1977) conducted a study of the perceptions of community college chairs and presidents in relation to the president's interaction with the board. Ninety-nine presidents and 38

trustees responded in this national sampling. The participants agreed that the president should provide good written information, and keep the board informed about issues related to policy decision-making. They also agreed that presidents should not meet privately with board members before meetings, bind the college to certain actions, use social occasions to discuss problems, or try to influence the selection of trustees.

Cleary (1980) conducted a study on the views of trustees and presidents on their division of authority on policy and administration issues. Sixty-one college and university board chairmen and 60 presidents took part in the questionnaire survey. The results indicated that trustees played a stronger institutional decision-making role at smaller colleges with large boards, and a lesser role in large public institutions with small boards. Participants also indicated that conclusions reached about issues affecting the board-president relationship must take into consideration the personalities and levels of trust and respect between the chair and the president.

Clos (1997) analyzed the behavior of community college board chairs in Texas to determine if they exhibited elements of transformational leadership. Clos utilized a combined quantitative and qualitative methodology in this study. The first part of the study was quantitative and based on a leadership questionnaire. The second part of the study was qualitative and used selected participants in an interview design. The study found that chairs believed their behavior to be highly transformational, and the transformational behavior was confirmed by the CEO and fellow board members. In addition, it found that chairs relied on the CEO to define their role, which focused on the limitations of the office rather than its potential. Finally, the study determined that the relationships between the chairs, CEOs and trustees were enhanced when the chair

exhibited transformational leader behaviors.

In summary, while many studies generally addressed the role, the effectiveness, and the relationships of the board, very few addressed the role, the effectiveness, and the relationships of the chair. Of the studies that addressed the role of the chair, two of the three studies center specifically on the chair-president relationship and are more than 20 years old. Clos's study is the most recent and it is focused exclusively on the chair's transformational leadership behaviors. Clos's research questions examined the personal characteristics of the chairs as based on their responses to the quantitative questionnaire from a transformational leadership perspective. The responses of the chairs were compared to responses of CEOs and fellow trustees for consistency. Finally, the qualitative interview format sought to determine how transformational leadership behaviors affected the chair-CEO relationship. Each of these studies addressed leadership aspects of the role of the chair; however, they were limited by a singular dimension or based on one leadership theory.

Summary

This literature review has examined leadership theory as it developed from within organizational management theory through its evolution into current educational leadership theory. The work of the classic management theorists provided a basis for understanding the thinking on organizational management and leadership in the early part of the century. Stogdill (1981) referred to this type of leadership theory as structuralism that "depends on external constraints to yield compliance and commitment of followers" (p. 193). The failure of the classic management theorists to recognize the important factor of the human element in the application of leadership opened discussion of the issue by

the human relations theorists.

The human relations theorists added a new element to the discourse of leadership by focusing on the importance of human factor and its effect on leadership. Human relations theorists recognized that the workplace was not a static environment in which every situation could be controlled. The success of the organization was dependent not only on the efficient and orderly process of business, but also on the perceptions, satisfaction, and cooperation of the employees at all levels of the organization. Unlike the classical management theorists, the human relations theorists focused on the responsibilities of management to assume leadership qualities such as inspiration, persuasion, and introduced the concepts of morality, harmony and unity as an important element of leadership. The human relations theorists, however, did not address the human qualities of adaptability and reasoning (March & Simon, 1958). The behavior theorists expanded on this aspect of leadership by further studying human interaction in organizations.

The behaviorists attempted to influence the direct actions of subordinates by anticipating or predicting behavior in certain situations. The behaviorists realized that it was the responsibility of the leader to create a positive environment, to consider all of the factors involved in decision-making and to anticipate the reactions of subordinates and their affect on achieving objectives. The influence of organizational culture in shaping the behavior of the individual was recognized by the behaviorists. The concept of culture and its importance in leadership theory was further developed by contemporary and educational leadership theorists.

The contemporary leadership theorists continued to build on the work of their

predecessors while expanding into new areas. The foundational work of other theorists can be found in the fundamental similarities between transactional leadership and scientific management, both based on an impassive exchange between parties. The moral elements of transformational leadership theory have early beginnings in the work of the human relations theorists. The basis for the leader's influence on organizational culture can be found in behavior theory. The contemporary leadership theorists shifted the thinking in leadership theory from "traditional authoritarianism" to new concepts that reflected the "evolution in the nature of work as a social institution" (Senge, 1990, p. 5). The concepts of organizational culture, learning organizations, and visionary leadership expressed in the work of the contemporary theorists were expanded by educational leadership theorists.

The educational leadership theorist incorporated many of the aspects of the scientific management theorists, human relations theorists, behavior theorists, and contemporary leadership theorists. With the recognition of educational administrators as leaders, the emphasis shifted to the acknowledgement of education as a unique field beset with particular problems that were not fully and adequately addressed through the adoption or adaptation of leadership theory developed for other fields. The focus of the theorists presented in this section was centered on the spiritual and moral nature of educational leadership rather than the functional, structural or scientific methodologies. The field of educational leadership is relatively new and it will continue to develop as educators and those who educate educators abandon the "legacy of efficiency in systems theory and now total quality management" (English, 1994, p. 231) and advance the ideas of moral leadership.

The literature on governing boards of higher education reflected the evolution of leadership theory by focusing on the managerial tasks and legal obligations of trustees as well as the moral and ethical components of group interaction and leadership. In addition to the official business of the institution, there is the human business of the relationship that develops between the members of the board, the chair, and the president. The tenor of the relationships, positive or negative, affect the institution. The moral and ethical obligations of the trustee were evident. Trustees must dedicate themselves to preserve and promote the educational institution they hold in public trust. It is the chair, as leader of the governing board, who is responsible for exhibiting the necessary leadership qualities to facilitate the process.

There have been many studies that generally addressed the role of the board of trustees, but very few address the role of the chair. Of the recent studies that addressed the role of the chair, each was designed in a singular dimension or leadership theory. The problem under study in this dissertation is the perspectives of community college board chairs on their leadership role. Three facts facing community colleges demonstrate the need for this study. Firstly, the large percentage of students in higher education that are served by community colleges deserve effective leadership from the chair. Secondly, the large number of inexperienced first time presidents assuming office in the near future will need support and leadership from the chair. Thirdly, effective leadership from the chair is essential for successful board governance, trustee interaction, and the development of an excellent professional and personal relationship with the president. As the leader of the board of trustees and trusted advisor to the president, the community college board chair fills a unique role in higher education in balancing the needs of the community and the

demands of the institution. There is a need for further study in this area to gather information that will advance the leadership of board chairs so they will be able to meet the challenges of the future.

Chapter III

Methodology

Introduction

This chapter describes the methodology used in this study. This chapter includes sections on the research design, the selection of the participants, the process of data collection and analysis, my role as a researcher, ethical considerations, the credibility of this study, and the pilot study.

Research Design

The purpose of this study was to describe and explain the perspectives of community college board chairs on their leadership role. A qualitative methodology and multiple-case study design was employed to answer the major questions proposed in this study. The major questions in this study were:

1. What elements constitute the perspective of the community college board chair on their leadership role?
2. What variables influence this perspective?

These questions demanded the utilization of a qualitative research methodology to provide an understanding of "the meaning people have constructed, that is, how they make sense of their world and the experiences they have in the world" (Merriam, 1998, p. 6). Qualitative research also provides the opportunity to "focus on naturally occurring, ordinary events in natural settings" which gives the study grounding in reality (Miles & Huberman, 1994, p. 10). Studying the participants in their "social setting" (Janesick, 2001, p. 539) or "social world" (Miles and Huberman, 1994, p. 10) provides insight into and understanding of their interaction and relationships with others to further understand

the reality of their situation. The qualitative researcher has the opportunity to become the "instrument" (Janesick, 2001, p. 533; Merriam, 1998, p. 7) used to describe people, places and things in "thick, rich" (Merriam, 1998, p. 29) terms with sufficient "depth and detail" (Patton, 1990, p. 165) to create a "holism" (Miles & Huberman, 1994, p. 10) that highlights the intensity of the study. To create a descriptive and holistic view of the problem being studied and to understand the "complex interrelationships among all that exists" (Stake, 1995, p. 37) in the study, qualitative research employs a number of data gathering methods. In this study, multiple methods of data collection were employed to provide insight into the world of the participants.

This qualitative study utilized a multiple-case study design. Miles and Huberman (1994) defined a case as "a phenomenon of some sort carried out in a bounded context" (p. 25). Stake (1995) defined a case as "a specific, complex functioning thing" (p. 2). Merriam (1998) viewed a case as the "end product" of the research (p. 27). Yin (1994) wrote a comprehensive two-part definition of a case study. Firstly, a case study "investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p.13).

Secondly, a case study

copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions that guide data collection and analysis. (p. 13)

Whether case study is defined as a singular unit for study or as the result of the study itself, it is the appropriate method for use in this study. This study fulfilled the requirements of the definitions of a case study as a bounded unit and as a form of

research. The perspectives of the community college chair encompassed a specific unit or bounded system. In addition, this study noted numerous variables of interest that were supported by several different methods of collecting evidence. Finally, this study benefited from the review of theory that guided the collection and analysis of data.

A multiple-case study design was employed in this study because it was not the intention of this researcher to identify a single "unusual or rare case" (Yin, 1994, p. 45). A multiple-case study design demonstrated "that each setting has a few properties that it shares with many others, some properties that it shares with some others, and some properties that it shares with no others" (Miles & Huberman, 1994, p. 29). The purpose of employing a multiple-case study design is not for the generalizability of results, findings or theory (Miles & Huberman, 1994) or for replication (Yin, 1994), but rather to enhance the qualitative nature of this study through the development of thick, rich, detailed descriptions of the data derived from the cases involved in this study.

Participant Selection

Three community college chairs were selected to participate in this study. The chairs had served a minimum of two years as a member of the Board of Trustees at their respective college in order to be considered as participants. At the time of this study, there were 38 community college chairs serving in Illinois. In order to efficiently and effectively narrow the field of potential participants, I requested the aid of the President and the Executive Director of the Illinois Community College Trustees Association to assist me by using their resources and personal knowledge in identifying to seven to ten chairs who have demonstrated effective leadership (see Appendix A).

I, as the researcher, made the final decision as to the actual participants in the

study. I selected three participants from those recommended by the President and the Executive Director of the Illinois Community College Trustees Association based on an analysis of the challenges they faced and the effectiveness of their response to the challenges. The challenges included, but were not limited to, issues facing the college in the following areas: academic affairs, student development, business and finance, internal relations, and external relations. The participants were also selected based on their accessibility and willingness to participate in this study. A formal letter introducing the study was sent to each participant after an initial telephone contact (see Appendix B). The Executive Director of the Illinois Community College Trustees Association offered to contact each of the three colleges to offer his support for this study and to encourage participation. I followed up the initial contact with a personal telephone call to introduce myself to the chair and the president, and to discuss the study. Each participant in this study signed an Informed Consent Form (see Appendix C). The consent form was explained to participants before they signed it, and a copy of the consent form was provided for their personal records. In addition, this researcher developed a Participant Information Sheet (see Appendix D) in order to organize the schedule of interviews, record vital contact information, and track the data collected during this study.

The method of selecting participants used in this study is referred to as "purposeful sampling" (Patton 1990, p. 169). Patton stated that this method was used for "selecting information-rich cases for study in depth" to satisfy the purpose of the research (p. 169). "Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and, therefore, must select a sample from which the most can be learned" (Merriam, 1998, p. 61). In this study, I employed a combination

of techniques identified by Patton (1990) as "snowballing or chain sampling" and "intensity sampling" (p. 182). The first round of selection, snowballing or chain sampling, is the identification of potential participants by the Illinois Community College Trustees Association. Patton described this method as identifying interesting cases through the recommendation of others who know which cases will have good quality participants for the study. The final selection method was based on intensity sampling. Intensity sampling identified "information-rich cases that manifest the phenomenon intensely, but not extremely" (p. 182). The identification of quality participants and information rich cases provided the greatest opportunity to understand the perspectives of the community college chair on their leadership role. The chairs that were ultimately selected for this study provided the necessary thick, rich, descriptive data that is essential for a qualitative study.

Data Collection

Patton (1990) outlined three types of data gathering for qualitative studies, in-depth, open-ended interviews, direct observation, and written documents. Creswell (1998) added audio-visual materials as a fourth type of data for review. To achieve an understanding of the perspectives of the community college board chairs on their leadership role, this researcher employed the following data collection methods: interviews, observations, and document analysis. Audio-visual materials were requested from each college, however, none were provided to this researcher. In addition, field notes and a reflective journal were kept during the study to provide a method of expression for the researcher's perspective and thoughts.

Observation

Observation is a technique used by qualitative researchers to collect data. Adler and Adler (1994) describe qualitative observation as

fundamentally naturalistic in essence; it occurs in the natural context of occurrence, among actors who would naturally be participating in the interaction, and follows the natural stream of everyday life. As such, it enjoys the advantage of drawing the observer into the phenomenological complexity of the world, where connections, correlations and causes can be witnessed as to how they unfold. (p. 378)

Researchers use observation to "see things first hand" (Merriam, 1998, p. 96) and to "fully understand the complexities of many situations" (Patton, 1990, p. 25) that are not revealed through other forms of data collection. In this study, observation of the chairs was conducted at formal public board meetings. A non-participant observation technique was used. Observation of the chairs in non-formal settings was also experienced in this study. Field notes were taken during all observation sessions, and written documents that were made available during public meetings were collected for later analysis. A Field Notes Observation Form was developed for use in this study to record the setting, events and behaviors of individuals participating during the sessions.

The observations made during this study provided valuable information that was used to triangulate the data. The observations conducted during this study gave this researcher the opportunity to view the chairs in a setting where their actions could be recorded and later compared to the responses to interview questions. During this study, many observations were made that supported and refuted data collected by other means. In addition, the observations provided this researcher with insight into the emotions involved in events. The emotion surrounding an event or an issue is an element of behavior that cannot be captured by reading documents or conducting interviews.

Emotion must be understood by the researcher to fully analyze the interaction and behaviors of the individuals participating in the study.

Interviews

A series of interviews was conducted to provide another approach to the collection of qualitative data. Patton (1990) stated that the purpose of interviewing is "to allow us to enter the other person's perspective" and "to find out from them things that we cannot directly observe" (p. 278). Janesick (1998) defined interviewing as a "meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic" (p. 30). Rubin and Rubin (1995) stress the role of the interviewee as a "conversational partner" intricately involved in the evolving nature and character of the interview (p. 11). In this study, there was a series of interviews with each chair participant. In addition, I conducted an individual interview with the president and one trustee from each institution. The purpose of interviewing the president and a trustee at each institution was to include major participants in the institution who interact with the chair in order to develop additional rich descriptive information and a better understanding of each chair.

The interviews were structured around a set of questions designed to encourage the active engagement of the participant in the study. Rubin and Rubin (1995) outlined three types of interview questions: main questions, probes, and follow-ups. Main questions are used to start the interview, probes are used to clarify or elicit further information, and follow-ups delve deeper into areas generally covered by main questions. Janesick (1998) provided a more detailed breakdown of interview questions. Janesick defined six types of interview questions: basic descriptive questions, follow-up questions,

experience/example questions, simple clarification questions, structural paradigmatic questions, and comparison/contrast questions. This researcher developed interview questions based on Janesick's six types of interview questions (see Appendix E). Basic descriptive questions were employed to elicit general background information on the participants. Experience/example questions were used to elicit information on the role of the chair. Structural paradigmatic questions were used to elicit information on actions taken to reveal the issues and problems facing the participants. Follow-up and simple clarification questions were used as needed.

All interviews were scheduled directly with the interviewee at their convenience for time and location. All of the interviewees were eager to participate in the beginning. However, because there was a series of interviews with each chair, in one instance it seemed that, as the study progressed, this chair developed a growing impatience with the pace of the interview. In addition, there were interviewees who were late, very late, or who completely forgot about the interview date and another appointment had to be made. The interviews also had to be tailored to the individual interviewee. For example, some interviewees were immediately forthcoming with information, while others had to develop a comfort level with the process before they were able to provide a true reflective reply to the question. The interviews provided the majority of the data used in this study.

All interviews were tape-recorded, transcribed, and a copy was delivered to each participant with a request for verification of their responses (see Appendix F). This researcher transcribed and or checked each of the transcriptions for accuracy. The transcription and checking process was very time consuming, but provided this researcher with additional insight into the perspectives of the participant and created a close

interaction with the data through repeatedly listening to and reading the interview tapes and transcripts. Only one participant replied to the delivery of the transcribed interview. This participant was a president who stated that he truly enjoyed the interview experience and had additional reflections to share with the researcher. Each transcript was reviewed a number of times and marked up to identify potential subject areas in the development of themes. A sample transcript is provided in Appendix G.

Document Analysis

Written documents provide the qualitative researcher with "mute evidence-that is, with written text and artifacts" to use in the development of case study (Hodder, 2000, p. 703). Merriam (1998) referred to this type of evidence as physical material "already present" (p. 118) at the institution that may contain information that is unrelated to the study or "clues, even startling insights into the phenomenon understudy" (p. 119). Document analysis provides a "behind-the-scenes look at a program that may not be observable and about which the interviewer might not ask appropriate questions without the leads provided through documents" (Patton, 1995, p. 345). Stake (1995) pointed out that that the researcher should estimate the "potential usefulness of different documents" (p. 68) and develop a plan for wise time allocation in the review of documents. Yin (1994) stated that in a case study, "the most important use of documents is to corroborate and augment the evidence from other sources" (p. 81). This researcher requested relevant written documents and audio-visual materials, if available, from each college for review in this study. Appendix H offers a list of the documents made available by each college.

Each college participating in this study was very helpful in providing this researcher with the requested data. The administrative assistant to the college president

was the contact person with whom this researcher worked to secure the requested information. Nearly all of the requested written documents were provided in some form. None of the colleges made audio-visual materials available for review in this study. When this researcher inquired as to the availability of audio-visual materials, the contact persons stated that no current materials were available. This researcher concluded that audio-visual information would not be necessary in this study. The most useful documentary data collected during this study were the minutes of the monthly college board meetings and the local newspaper reports. These data served to point out the controversial issues that arose at each college over the past year, and also served as a tool to verify or refute other data. The other documentary data that were collected such as the student newspaper, college catalogs, master plans and strategic plans, print advertisements, the college website, faculty materials and institutional research data provided valuable background information adding to the thick, rich descriptions of the colleges, but were not a major factor in the development of the themes that emerged from the data. A sample of the minutes of a monthly college board meeting is provided in Appendix I.

Field Notes and Reflective Journal

Field notes are used to provide "descriptions of what is being observed, the observer's feelings and reactions to what is being observed, and field generated insights and interpretations" (Patton, 1990, p. 242). Merriam (1998) compared field notes to the interview transcript because field notes represent the observation in written form. Field notes may include the following information: descriptions of setting, the people, and the activities; direct quotations or the substance of the conversations; and the observer's

comments, including feelings, and reactions (Merriam, 1998). In this study, field notes were taken by hand during observations and interviews to provide a written record of the event and to enhance the understanding of the data collected.

The field notes taken during this study provided thick, rich descriptive information on the setting, the participants, and the issues. The field notes also attempted to portray a sense of the atmosphere and emotion generated during the observation, as previously discussed. The original field notes were later transcribed as data following the same format. The process of transcribing the field notes provided an opportunity for the researcher to reflect on the event depicted in the field notes and assisted in the development of the reflective journal. Field notes of each interview and observation were later reviewed in conjunction with the related transcripts and documents so that the researcher could revisit the entire experience during the data analysis process. Field notes from observations were also used in the triangulation of data to support the themes presented in this study. A sample of transcribed field notes is provided in Appendix J.

A reflective journal was kept to record the thoughts of the researcher during all phases of this study. Janesick (1999) identified journal writing as a "major source of data" (p. 507) derived from the researcher's reflections on the observations, interviews, and documents collected during the study. Miles and Huberman (1994) stated that field worker's reflections can include information on the relationship with the participants, second thoughts on interviews, questions on the quality of the data, explanations of observations, mental notes on future activities, connections to other data, personal reactions to data, and elaboration or clarification of events.

The reflective journal for this study was started during the initial development of

the prospectus, and continued through to the conclusion of the study. During this study, the reflective journal became a vessel in which to hold developing ideas and potential themes for later review and additional reflection. The reflective journal was regularly reviewed along with the related transcripts, field notes and documents during the data analysis process. In the analysis process, the reflective journal was used as a bank where references to other information could be located. The reflective journal was also used in the triangulation of data to support the themes presented in this study. A sample of the researcher's journal is provided in Appendix K.

Data Analysis

According to Stake (1995), "there is no particular moment when data analysis begins" (p. 71). The collection and analysis of data is a "simultaneous activity in qualitative research" (Merriam, 1998, p. 151). "The analysis is complete when you feel you can share with others what your interpretations mean" (Rubin & Rubin, 1995, p. 227). In this study, the data collection and analysis was undertaken as a joint activity. This researcher's analysis of the data began consciously or unconsciously with the first interview. Impressions and facts were stored in my mind and in my journal throughout the study. Thoughts and impressions arrived unexpectedly as the data began to take hold in my daily existence. Eventually, the process became more formalized as the study continued, the amount of data increased, and themes began to take form and emerge from the data.

This study utilized Creswell's (1998) framework for data analysis and representation. Creswell outlined six areas of data analysis and representation for a case study design; they are:

- (a) data managing, create and organize files for data;
 - (b) reading, memoing, read through text, make marginal notes, form initial codes;
 - (c) describing, describe the case and its contents;
 - (d) classifying, use categorical aggregation, establish patterns of categories;
 - (e) interpreting, use direct interpretation, develop naturalistic generalizations; and
 - (f) representing, visualizing, present narrative augmented by tables, and figures.
- (p. 148-149)

All data accumulated in this study from observations, interviews, documents, field notes and the reflective journal were organized, presented and analyzed under Creswell's framework. The data was collected, reviewed, and sorted by college. The data was continuously reviewed beginning with the interview and transcription process. The transcripts were marked up to highlight and correlate common areas. The data was categorized by subject area and were developed into the themes. The presentation of the data consists of a narrative describing each case and the persons, places, and events that occurred related to this study. The narrative is followed by a presentation of the elements that constitute the perspectives of the chairs and the variables that influence their perspective. The themes that emerged from the data are identified and defined. The themes provide an understanding of the fundamental nature and essence of the perspectives of the chairs on their leadership role. A "pooled case comparison" (Merriam, 1998, p. 196) is utilized for cross-case analysis. Here, a composite chair was created and placed in a series of vignettes as a method of data analysis. In addition, a conceptual framework, displayed in a figure, has been developed based on the themes that emerged from the data. The data presentation and analysis will close with a summary, a discussion of conclusions drawn from the study and recommendations for further research.

My Role as Researcher

"The qualitative researcher is always dealing with the lived experience and must

be awake *to* that experience and *for* that experience" (Janesick, 1998, p. 57). This study is centered on the leadership role of the community college board chair, a subject that has been of interest to me for many years. This interest is based on my experiences as a community college trustee for the past twelve years and my election as chair of the board on two occasions. As a community college board chair, I share the joy and the burden of the participants in this study, and therefore, I have a unique bond with the participants. I also recognized that my experience has created bias that I must acknowledge. "There is no value-free or bias-free [research] design (Janesick, 2000, p. 385). I, as a qualitative researcher, consistently sought to identify my internal bias as I conducted, presented and analyzed the data from this study.

My knowledge of the subject combined with the bond I share with the participants is a lived experience that benefited and burdened me as the researcher in this study. I benefited from my background, in that the chairs could speak in the community college jargon without stopping to define terms. Also, I felt that the chairs could relate to me knowing that I shared the same experience. I was burdened by the fact that during the interviews, the chairs talked about problems similar to those that I had faced in the past. I found that in order to remain objective, I had to refrain from giving advice to the chairs. There is always a sympathy factor involved in dealing with a colleague who is in need of help, but this was not the appropriate way to deal with the problem.

Ethical Considerations

"Qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict" (Stake, 2000, p. 447). In this study, I am a colleague of the participants. I will have a continuing relationship with

these individuals in the future. Therefore, I was very much aware of the need for ethical conduct in this study.

Data collection methods of interviewing and observation can present ethical issues for qualitative researchers. "Interviewing . . . carries with it both risks and benefits to the informants. Respondents may feel their privacy has been invaded, they may be embarrassed by certain questions, and they may tell things they never intended to reveal" (Merriam, 1998, p. 214). In order to respect the intent of the participants, interview transcripts were made available to the participants for their review and final approval. As previously noted, only one interviewee responded to the receipt of the transcripts.

In addition, during the course of the interviews, I found that the chairs were very conscious of the fact that the interviews were confidential. Each chair commented on the confidentiality issue during the interview in terms of a self-absolution for what they were about to reveal. One chair asked that the recorder be turned off at one point because the information revealed was considered too sensitive for recording. I obliged the chair, acknowledging the chair's desire to release the frustration on a colleague, knowing that the information was not to be used in this study.

"Observation . . . has its own ethical pitfalls. . . . The act of observation may bring about changes in activity, rendering it somewhat atypical" (Merriam, 1998, p. 215). In this study, all of the observations except one were made at public meetings where an audience was present. There was one observation that did not include public attendance. I was invited by the chair at one college to sit in on a closed executive session of the board during a discussion of a personnel issue. It was a very short closed executive session and the president and the other board members had no objection to my observation. I do not

feel that my presence as an observer induced or prohibited any particular behaviors at any of the meetings I attended during the course of this study.

Merriam (1998) stated that public documents do not usually present an ethical problem because they are open for review by the average citizen. In this study, only public documents were reviewed. As previously discussed, most of the documentary data were used to provide thick, rich descriptive background information related to the presentation of the data. No ethical problems arose from use of this data during this study.

Credibility of the Study

The credibility of a study depends on three elements (Patton, 1990). Patton described these elements as

- (a) rigorous techniques and methods for gathering high-quality data that is carefully analyzed, with attention to validity, reliability, and triangulation;
- (b) the credibility of the researcher, which is dependent on training, experience, track record, status, and presentation of self; and
- (c) philosophical belief in the phenomenological paradigm, that is, a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, and holistic thinking. (p. 461)

This study meets the requirements set by Patton. Firstly, rigor can be found in the very nature of this qualitative study because it required extensive fieldwork. This researcher spent many hours conducting interviews and observing meetings in an effort to gain a complete understanding of the perspectives of the chairs on their leadership role. Also, multiple methods of purposeful sampling were established to ensure that information rich participants were included in this study. Validity and reliability in this study are found in its copious use of direct quotations from the interviewees to provide a "true description of a given reality" (Janesick, 1998 p. 119). In addition, triangulation was provided by the

use of multiple methods of data collection that included observations, interviews, document analysis, field notes and a reflective journal to determine that "we have it right" (Stake, 1995, p. 107). Secondly, I, as the instrument of research, received high-quality training in qualitative methods that included academic coursework and extensive interview and observation field experience that prepared me for this study. In addition, I believe that my status as a chair provided insight and access that is unavailable to other researchers. Thirdly, this chapter on the methodology of this study provided ample evidence of my appreciation for the qualitative method of inquiry and analysis.

Pilot Study

Yin (1994) stated that the pilot study "helps investigators to refine their data collection plans with respect to both the content of the data and the procedures to be followed" (p. 74). A pilot study can focus the researcher by providing information through "pre-interviews with selected key participants and a period of observation and document review" (Janesick, 2000, p. 386). In the summer of 2001, I served an internship at Morton College. During that time, I formulated the basis for this study. At that time, I had the opportunity to interview the chair and the president, observe numerous board meetings, and review documents related to the board and administration. The internship provided me with the opportunity to refine the interview questions proposed in this study, further develop observation skills, and become adept at document analysis.

Summary

This chapter described the methodology used in this study including sections on the research design, the selection of the participants, the process of data collection and analysis, my role as a researcher, ethical considerations, the credibility of this study, and

the pilot study. The purpose of this study was to describe and explain the perspectives of community college board chairs on their leadership role. A qualitative methodology and multiple-case study design was presented to answer the major questions proposed in this study.

Purposeful sampling was the method used in the selection of participants in this study. The President and the Executive Director of the Illinois Community College Trustees Association assisted in identifying potential participants that narrowed the field of 38 eligible participants to seven to ten of the most qualified participants. I selected three participants from those recommended based on an analysis of the challenges they faced and the effectiveness of their response to the challenges.

In order to achieve an understanding of the perspectives of the community college board chairs on their leadership role, this researcher employed the following data collection methods: interviews, observations, and document analysis. In addition, field notes and a reflective journal were kept during the study to provide a method of expression for the researcher's perspective and thoughts. The presentation of the data consists of a narrative describing each case and the persons, places, and events that occurred related to this study. The narrative is followed by a presentation of the elements that constitute the perspectives of the chairs and the variables that influence their perspective. The themes that emerged from the data are identified and defined. A "pooled case comparison" (Merriam, 1998, p. 196) is utilized for cross-case analysis. A composite chair was created and placed in a series of vignettes as a method of data analysis. In addition, a conceptual framework has been developed based on the themes that emerged from the data collected in this study. The data presentation and analysis will close with a

summary, conclusions drawn from the study, and recommendations for further research.

In my role as a researcher and a community college board chair, I shared the joy and the burden of the participants in this study, and therefore, I had a unique bond with the participants. My knowledge of the subject combined with the bond I share with the participants is a lived experience that benefited me as the researcher in this study. I also recognized that my experience created a bias that I acknowledged. I consistently sought to identify my internal bias as I conducted, presented and analyzed the data from this study. In addition, since I am a colleague of the participants, and because I will have a continuing relationship with these individuals in the future, I was very much aware of the need for ethical conduct in this study.

The credibility of this study is based on the rigorous nature of the qualitative study and its requirement for extensive fieldwork, information-rich participants, and the use of multiple methods of data collection to provide triangulation. Also, this researcher has been thoroughly prepared to conduct this study by receiving high-quality training in qualitative methods, has unique insight into the role of the chair, and access to the participants. Finally, this chapter on the methodology of this study provided ample evidence of the researcher's appreciation for the qualitative method of inquiry and analysis.

Chapter IV

Presentation of the Data

Introduction

The problem under study in this dissertation was the perspectives of community college board chairs on their leadership role. The purpose of this study was to describe and explain the perspectives of the chairs on their leadership role. This study may assist community college board chairs, trustees, and presidents in the future by providing a better understanding of the leadership role of the chair. This study attempted to answer the following questions:

1. What elements constitute the perspective of the community college board chair on their leadership role?
2. What variables influence this perspective?

This study will present a conceptual framework that has been developed based on the information gathered in the study with the intent of facilitating leadership in the chair.

Three community college chairs were selected to participate in the study. The chairs must have served a minimum of two years as a member of the Board of Trustees at their respective college in order to be considered as participants. The three chairs were selected after consultation with the Illinois Community College Trustees Association based on an analysis of the challenges they faced and the effectiveness of their response to those challenges, and their accessibility and willingness to participate in this study. In this study, a series of interviews was conducted with each chair participant. In addition, a single interview was conducted with the president and one trustee from each institution. The purpose of interviewing the president and a trustee at each institution was to include

major participants in the institution who interact with the chair to develop additional rich descriptive information and a better understanding of each chair. Data were collected from interviews, marked up transcripts, observations of board meetings, field notes, a reflective journal and document analysis of college board minutes, college publications, newspaper reports and other available information.

This chapter begins by presenting a profile of the colleges and the participants in this study through the use of thick, rich description drawn from the data. The profiles are divided into sections. Each section contains a profile of the college followed by a profile of the chair, the president, and one trustee. Firstly, a profile of the college will be presented. The profile of the college is based on many sources of documentary and other data collected during this study. Secondly, profiles of the chair, the president and one trustee from that college are presented. The profile of the chair, the president, and the trustee describes each individual and presents their perspectives through the use of direct quotations drawn from the interviews. The profiles also incorporate data that supports or refutes their statements. This format is repeated for each of the three participating colleges. Pseudonyms will be used in this chapter to shield the identity of the colleges and the participants in the study.

Following the profiles of the colleges and participants, the themes that emerged from the data are presented. The presentation of the themes will begin with a discussion of the chairs' perspective on their leadership role. Firstly, the personal traits of each chair will be profiled. Secondly, the elements that constitute their perspective and the variables that influence their perspective will be presented along with a figure demonstrating each chair's leadership perspective. Thirdly, the elements and variables that emerge from the

data are summarized and the themes are introduced. Fourthly, the themes are defined to provide a better understanding of their use in this study. Fifthly, a summary of triangulated data used as evidence to support the themes is presented and displayed in table form. Sixthly, in order to demonstrate the data, a composite chair has been created based on the characteristics of the participants in the study and the issues that were brought forth in the data collection process. The composite chair will be employed in a series of vignettes as a means to identify the themes that have emerged from the data as elements that constitute the perspective of the chairs on their leadership role and the variables that influence their perspective. Finally, this chapter will conclude with an analysis of the themes identified from the data that provides a conceptual framework and presents a visual summary of the themes to demonstrate the data.

The Colleges and the Participants

Washington Community College

Washington Community College serves a suburban and largely rural area. The campus is located in a rural area and is accessible from a two-lane highway. From the highway, the college can be seen in the distance rising from the farm fields. The campus is comprised of five buildings that were constructed over a period of about 30 years. All the buildings are consistent in a prairie style design with red brick walls and numerous windows. The buildings are connected to each other through a series of carefully designed transitions respectful of the prairie style design of the buildings. The entire building complex is surrounded by parking lots that, unfortunately, produce a shopping mall effect. A traffic light controls the access to the college from the highway. A narrow driveway from the highway leads to a series of the parking lots. The main entrance to the

complex is a beautifully designed hub for all of the buildings. However, since the main entrance is not visible from the driveway and combined with the narrow driveway and poor signage, a first time visitor would be confused about where to go. The interiors of the buildings cover a wide range of styles. The original building has interior ceramic and cinder block walls reminiscent of a high school built in the 1970's. The newer additions provide a less institutional atmosphere through a drywall and window wall construction. The center of the complex is dominated by a student center, cafeteria and a new business conferencing center. The design of this area features a colonnade of pillars separating the educational and business functions. The business conferencing center includes a 300-seat auditorium. Currently, there is a new two-story classroom building under construction adjacent to the administration offices.

The Washington Community College serves a district with a population of approximately 250,000 residents. The college district is dominated by one county, but includes small areas of three other counties. The college district serves nine principal communities and vast unincorporated areas. The socioeconomic levels in the district include a low-end immigrant population, a rapidly disappearing farming population, and a small, but extremely wealthy, population of country estate owners. The majority of the population is comprised of the blue-collar and white-collar middle class. In the last decade, a major employer moved into the area and built an enormous manufacturing campus. Recently, due to the economic downturn, the company has completely closed the facility which has greatly impacted the surrounding communities.

The college district has experienced a significant population increase in the last decade. The college continues to serve an overwhelmingly majority population, but it has

experienced minor increases in the Hispanic population. In response to the rapid growth of the district, the college has expanded its single campus site through land acquisitions and the construction of additional buildings equipped to meet the demands of new technologies. Since 1988, the district has supported the college by approving two tax increase referendums to finance the expansion. Washington Community College is a comprehensive college that provides traditional occupational and degree transfers programs. In addition, the college provides for the needs of all the district residents by offering programs that serve all ages from pre-school children through senior citizens.

A review of the Washington Community College board minutes of the past year reveal only one controversy that produced a 4-3 vote by the board which was related to the presentation of an award (Washington Community College, 2002a). All other items² were approved in a consent agenda by a unanimous vote. A current controversial issue for the college is a contemplated change in the college's health care provider. The board held a special meeting to present the plan and entertain discussion on the issue. Many faculty and staff attended the meeting to express their concern about the plan (Donahue, 2002k). This issue also attracted the attention of the local newspapers (Washington Community College, 2002b) that have reported on the discontent voiced by representatives of the college's faculty and staff. No controversial college related issues were reported in the student newspaper during this period.

The Chair of the Board of Trustees of Washington Community College will be identified as Martha. Martha participated in a series of interviews that provided the following information on topics related to her perspective on the role of the chair (Martha, personal interviews, April 2002). Martha is a retired teacher who has 27 years of

experience teaching in the elementary grades. She is married, the mother of five children and has two grandchildren. Her youngest child is going off to college this year. She holds an advanced degree in Environmental Studies. In addition to serving on the college board, she is active in two other volunteer community service organizations. Martha has served over ten years as a board member and has been chair for three years. She ran for the board because she "still wanted to be involved in education . . . and . . . wanted to bring the perspective in of the . . . educator, someone that's worked as a team leader with professional educators." Her interest in the academic life of the college was evident at a committee meeting when a board member stated that the board should be more focused on the business aspects of the college and leave the academics to the president (Donahue, 2002f). In response to that comment, Martha sharply disagreed and stated her deep concern for academics and desire to be involved in all aspects of the college. During the interviews, Martha appeared relaxed in giving her responses to the questions (Donahue, 2002t). She spoke at a quick pace and did not need a lot of time to compose her answers before responding (Donahue, 2002t). She gave the impression of being a mature, educated and confident individual (Donahue, 2002u).

Martha sees the role of the chair as a means to "bring forth issues . . . to confer with the president . . . keep the board in order . . . and have the means there so all the information is available so that the board can make a good decision." She demonstrated keeping the board in order during a committee meeting where the committee chair was overreaching his authority (Donahue, 2002f). During that meeting, Martha interrupted and reminded the board member of the parameters of his committee's authority. At the same meeting, Martha stated that each board member must feel comfortable with the

level of information they receive from the administration, and that the level of information required depends on the board member rather than the administration.

Martha believes that good decisions come from board members who "bring with them an expertise in each field that they've grown up in, be it business, lawyer . . . technology . . . the medical field . . . and myself in education." She also believes that the "diversity of opinion" is one of the strengths of the board, "what's nice is none of us is as smart as all of us together." This belief was expressed in a committee meeting when she stated that seven minds make up the board decision and that each person has their expertise to share with the board for the betterment of all (Donahue, 2002f). Martha believes that for the board to be able to reach a decision sometimes the chair has to "find out what the real issue is because sometimes when a person on the board asks a question, that's not what they are having a problem with. They're having a problem with something behind it."

Martha sought the position of chair because she

felt there was a need on our board to bring everybody together. People were going in a lot of different directions and we needed to start working as a unit. There were too many people going off on tangents and not letting everybody else know what was going on. And so, I felt we needed to bring our board together and work as a unit towards a goal.

As chair, one of Martha's interests is in increasing the diversity of the staff, "we're basically a white staff and we really need to reach out more to Hispanics because our population . . . of Hispanics is very large." Martha is also interested in staff contract negotiations to have "everybody moving towards interest-based bargaining, which we finally got and moved away from the combatant . . . and I knew as chair I could get that done a little bit faster than if I was just someone on a committee." She also believes that

the role of the chair was much more involved than she originally thought. "Externally it doesn't look that hard. Run the meetings. It's no big deal. Say a few speeches, no problem. Set the agenda. Discuss the agenda. What's the problem there? Well, the amount of work involved is incredible."

On the issue of the chair's relationship with the president, Martha described it as a "business friendship relationship." She clarified her description of the relationship by explaining that while she would go to dinner at the president's home, she was not invited to his children's weddings, "so our relationship was a working relationship I guess you would say." Martha stated that the president used her as a sounding board which made her nervous because "here's someone who is . . . asking me for information when I know he knows a lot more about the situation than I ever have any knowledge of." As chair, she acknowledged that she

acted as kind of a filter because the president will say, "well what do you think if I present this to the board?" And I'll tell him my feeling. That's never going to fly. Why would you want to do that? Or, that's a great idea. Let's go with it.

Martha also believes that one of the best parts about being chair was "that you develop a camaraderie with the president."

On her leadership style, Martha stated that she wants "to get all the facts . . . listen to everybody's side . . . to see things worked out." She thinks that team building is important to the decision making process.

I get accused of being a teacher because I work on team building all the time. I guess it was engrained in me that teachers don't know all the facts. They're the guides and they get people to look at all the facts and make their own decisions because the teacher's not going to be there the whole time. They're going to have to figure this out themselves. I feel more of a guide than anything else and they make their own decisions.

Martha cites as one of the weaknesses of the board that some board members make

decisions "too fast without looking at all sides of what is going on." She believes her role as chair is to "make sure everyone has the facts in front of them" and that everyone asks questions. Sometimes she finds herself having to "read the body language and see if they really want to ask something because there might be someone there who's really looking like they're thinking, thinking, thinking, but for some reason they're not asking that question." Martha tries to engage each board member in debate by asking questions, "What's your opinion? What do you think?" She gives everyone the opportunity to comment and "if they choose to say nothing they've had the opportunity . . . there's less of a chance to complain." Her ability to foster discussion was evidenced at a board meeting when Martha asked each member of the board for comments (Donahue, 2002k).

Martha characterized her board members as a "bunch of doers," but lamented that "we have a lot of chiefs and not enough Indians. I've tried to figure out if every chief there is doing things for the best of the college or they're doing things for their own advancement." She also stated that the worst part about being the chair "is seeing people behave badly and do things they know are not good for the college." She related a story as an example of bad behavior, but requested that it be "off the record" which is an indication of how badly the individuals involved behaved. She is clearly puzzled by this type of behavior and stated that "one of the things that's missing with being a trustee is talking to other board members, other chairs, and find out what goes on because I really don't know if this is typical or atypical." The type of behavior mentioned here was evidenced by an unpleasant exchange that occurred at a committee meeting where one board member engaged in a less than friendly exchange with the chair over a contentious issue that Martha handled in a firm but professional manner (Donahue, 2002j).

Martha does not believe that the role of the chair is something that every board member is able to fill.

I think it's a position you have to earn. You have to earn enough confidence with the other people on the board that they're going to support you as chair. Because if you become chair and nobody supports you, you're not going to go any place.

She cited the lack of trust between board members as a problem. "Trust is a hard thing to work with because I know once trust is broken . . . it doesn't come back. It's gone. It's hard to rebuild." Martha is unable to determine why there is a lack of trust between some board members and administration. She stated, "I don't have an answer for that. I still can't figure it out. That's why I'm thinking it's inherent in some of the people that don't trust. They just don't trust."

Finally, when Martha asked what she wanted to add to the discussion about the college or being the chair, she made a positive statement about the college. She praised the faculty's teaching ability, and the programs offered by the college to the community. Martha stated that the "people here are extremely friendly. It's like a family. And even though we've grown a lot you still get that sense of community. And that's what I like about this college."

The President of Washington Community College will be identified as George. George participated in an interview that provided the following information on topics related to his perspective on the role of the chair (George, personal interview, May 2002). George describes himself as "a long-term community college person," who rose to the presidency through the academic path of faculty member, dean, department chair, division head, and vice-president. He has served in the CEO role for over 15 years at three different institutions. George holds an advanced degree in Speech and has

participated in leadership institutes. George is a well-dressed individual who looked physically fit (Donahue, 2002x). In addition, he was thoughtful and reflective in his responses to the interview questions (Donahue, 2002x).

George believes that the role of the chair conveys special status to a member of the board and creates a special relationship with the president.

I always believed that all trustees were elected the same way and had the same rights. But, over time it became clearer to me that there was a special first among equals status that chairs had that I think is deserved, in part, because that person is working most closely with the president. It is the person who has the responsibility for setting the sort of tone within the board about the relationship between the board members and between the board and the president. It is the person who is the go to person when you are kind of ruminating about something and you don't want necessarily to throw it out there as a red herring, you are just looking for counsel. And I think that I found with good chairs I worked with that they understood, what again, as I grew more experienced as a president I believed that you are really kind of a co-equal. I never needed to be told who the boss was to put it quite crudely. I hated feeling like I had a boss. Maybe that is an ego thing, but I always felt that we were leading the college together.

His statement also echoes Martha's comments about the chair as a sounding board and the camaraderie that develops between the chair and the president. The relationship between the chair and the president is something that George actively cultivated. As George began a new relationship with a chair, he would attempt to "earn that person's trust and confidence and . . . communicate that I'm watching your back and in six months you are going to believe that, and I hope in six months I can believe that you are watching my back." George described his relationship with the chair similarly to Martha's business friendship description when he stated "I would like to think that she felt that we were friends, but I never doubted that she would call me on something. There was always a checks and balances there."

In discussing Martha in her role as chair, George confirms her teacher

characteristics, "she is an old middle school teacher, so she's got all the habits of facilitator, coach, convener, . . . she's more a non-directive than directive leader."

Martha, according to George, "works hard to get consensus on things. She will make ten phone calls to get something through. She is always patient with minority opinions and lets discussion go on maybe longer than it should before she closes the sale." He also credits Martha with establishing the decorum of the board. George believes that

the board chair sets the tone for a community . . . so the, again the comportment, attitude, demeanor, style, language used by that person all have a lot to do with how people see the institution. So, if your board chair looks like a hack and is rude in meetings . . . and all the things that are unprofessional, it says something about the institution in my opinion.

He told a story about an incident where in a closed meeting a board member used profanity and insulted another board member. He stated, "what you do in that moment has a lot to do with the likely repetition of that action . . . the chair has a chance to be kind of a moral leader for, again, the civility and professionalism." He praised Martha for enduring the stress and meeting the challenge.

Martha's ride home every night was just agonizing. Life is too short. There are lots of ways out there for people with a community service orientation . . . to get there, you don't need to take that abuse. But, . . . I think that when you are in that role you have to rise to that occasion.

George also commented on the lack of understanding and mistrust among the board members. George stated that Martha's effort was not appreciated by some of her fellow board members, "no one worked harder than that woman. No one took, I was going to say abuse, no one's good intentions were less understood. No one's honesty was less understood, no one's commitment to the students was less understood." George speculated that the "politics of the board were very difficult for her." His speculation

provides insight into Martha's own statement that she does not understand the inability of some board members to trust others.

The Trustee of Washington Community College will be identified as Lawrence. Lawrence participated in an interview that provided the following information on topics related to his perspective on the role of the chair (Lawrence, personal interview, May 2002). Lawrence has been on the board for nine years. He has served over 20 years in other local elected offices. He became interested in the college when, as a local elected official, he inquired about computer classes in the 1970's. Lawrence began taking classes at the college, earned his A.A.S. and went on to complete his undergraduate work at a regional university. He stated that his desire to run for board came out of frustration.

I was taking classes in the fall when the school would start. It would be two or three weeks into the session before we could get some of the computers in the classes to be up and running. I got mad, I said this isn't the way to run a school. So, I ran for election that fall and got elected. That is how I got on the board. That is why I am here.

Lawrence's interest in public service became clear when he stated, "you see things that aren't going right and you try to do something about it." There is no personal information to relate about Lawrence other than his involvement with the college because during the interview he avoided revealing any information about his personal life, but as the interview progressed he became more open and spoke more freely about the issues confronting the college (Donahue, 2002w).

Lawrence's view of the role of the chair is focused on its official function and the workload. He confirmed Martha's observation about the time commitment involved when he stated,

the role of the chair, well obviously to run the meeting, but that is the simple

answer . . . you have to have someone that is dedicated to it and that has the time to spend on it because it takes an awful lot of time.

He also agreed that the chair must be a consensus builder, "you have to work the members of the board to find out what is what, . . . you have to be aware." Lawrence added that the chair is also a "spokesman" and "advocate" for the college. However, he does not believe that Martha works with all the members of the board, "we have a little bit of a closed society around here. And certain people are privy to it and some aren't. It's not good." He criticized her leadership style as "too close to the vest." He noted that communication is lacking between the chair and the board members, "the chair could talk to us for one thing." Lawrence gave an example of the lack of communication at the college.

Somehow we are not, we have communicated between a few of us on the board that we haven't liked the way things have come to pass. Kind of discussed it as of late, that certain things have popped up that should have been, someone should have had a heads up to us long before that happened. Something popped up at the last minute and we are asked to approve it. Well, there is probably nothing wrong with it, it is just the way it was done, and if we have to be rubber stamps, then we aren't doing our job.

Lawrence would like to see a change in the board procedure to "make sure it [the information] gets out. . . . I mean it doesn't come to the board meeting without everyone having knowledge of it and I don't mean in just the board packet."

As for the relationship between the president and the chair, Lawrence realizes that they have to work together closely, but he felt that "they got along well, sometimes too well." In his opinion, the chair has to "stand back and look at it from your own perspective instead of, you can't swallow it hook, line and sinker. If you do, you are not doing the board justice." Lawrence feels that it is the duty of the chair to be objective and

to be able to "tell the president once in a while that you are going down the wrong path here and you've got to change direction on that "

While he is critical of some aspects of Martha's term as chair, Lawrence did acknowledge the success of the new negotiation process mentioned by Martha, "We had a negotiation committee that set down the parameters and took the board out of the negotiations . . . and it worked far better this way than it did before." He and Martha were in agreement that the strength of the board could be found in its diversity of experience, "there are no two of us close to being the same " Lawrence also stated that trust between board members was important because "if you can't trust each one another you can't exist," but he did not state that a specific lack of trust existed among the board members

In summary, the interviews, observations and documents confirm that there are some internal problems among the board members at Washington Community College. While Martha desires to bring the board together and believes that she plays the role of a team builder, Lawrence found the board to be a "closed society" and was critical of the timeliness of information provided to the board. In contrast, George found that Martha displayed the characteristics of a facilitator who attempt to achieve consensus. However, he acknowledged that she was under a lot of stress, that her motivation was misunderstood, and that the politics of the board were difficult for her. Martha and George identified part of the problem among the board members as a lack of trust that was difficult to understand. Lawrence also addressed the issue of trust but was careful not to state that it was a problem on the board. Lawrence may have revealed part of the problem when he characterized the relationship between the chair and the president as "they got along well, sometimes too well." His characterization of the relationship

between the chair and the president is more critical than the complimentary description of the relationship as described by Martha and George. Lawrence's perception that the relationship between Martha and George is too close may be the origin of the information and communication problems he identified.

Adams Community College

Adams Community College serves an urban area, a suburban area, and a large rural area. The main campus is located within the boundaries of an urban area near two major highways and is easily accessible for all district residents. The entrance to the main campus features a large sign with an electronic message center that provides college information as well as time and temperature. A long driveway leads to the 350-acre campus. Along the driveway there are signs indicating the location of the 11 buildings and main parking lots. A ring road surrounds the campus providing access to all areas. All of the buildings are constructed of whitish concrete and glass window wall. The campus is centered around a body of water that bisects the campus. The front of the buildings face the parking lots and have an institutional appearance. The rear of each building is constructed of glass window wall that face the water and provide a beautiful view of a park-like setting from most areas of the campus. A transitional area of floor to ceiling windows that bridges the water houses student activities and provides access to both sides on the campus.

There are two other campuses operated by Adams Community College. In 1980, a campus was opened in the downtown area. This campus is comprised of a two-story historical landmark building that has been restored by the college and an adjacent office building. The downtown campus is small and has limited classroom space so it offers

classes in only a few program areas. The campus is centrally located in the downtown area and its large meeting rooms and banquet facility serve as a prime conference center for business. In 1993, another campus was opened in a growing suburban area. The facility is a modern one-story educational building that houses classrooms, labs, a learning resource center and administration offices. Future plans call for the expansion of this facility to meet the needs of the growing district population.

The college district has a population that exceeds 400,000 residents and covers an area that includes three full counties and portions of four other counties. The district includes a well-established urban area with large manufacturing and industrial plants that drive the local economy. In addition, the district includes many suburban communities that have experienced tremendous population growth in the last decade. Finally, the district includes a large rural geographical area with a farm-based economy. The socioeconomic levels of the district range from urban welfare families to upper middle class professionals; however, the majority of the population is blue-collar middle class. The college serves an overwhelmingly majority population, but it has a significant longstanding minority population which the college has historically served.

The college has adopted a long-range master plan to deal with its current growth and with the projections of continued rapid growth in the district. Adams Community College is a comprehensive college that provides traditional occupational and degree transfers programs. In addition, it has added programs specifically designed to address the needs of its urban residents and programs that satisfy the demands of the large rural economy in the district. The college is currently experiencing financial strain due to the rapid growth of the district. In the near future, the board is expected to review all options

in an effort to address the financial strain. These options include a proposed tax increase referendum and also tuition increases.

A review of the Adams Community College board minutes of the past year reveal numerous controversies and split votes by the board. The issues that caused controversy were a construction project that involved a land transfer (Adams Community College, 2001c), most financially related matters including tuition increases (Adams Community College, 2001a, 2001d, 2002a), and the lack of board member participation (Adams Community College, 2001b, 2001c, 2001d, 2002b). In the past, the local press reports indicated an inability of the board to work together in the best interest of the college. Recently, the local press reports acknowledge a change in the board's willingness to work together due to the election of a few new members (Adams Community College, 2001g, 2002c). Additionally, the local press reported on safety concerns on the college's campuses (Adams Community College, 2001e, 2001f, 2002d), an issue that was also of concern in the student newspaper (Adams Community College, 2001h, 2001i, 2002e).

The Chair of the Board of Trustees of Adams Community College will be identified as Abigail. Abigail participated in a series of interviews that provided the following information on topics related to her perspective on the role of the chair (Abigail, personal interviews, March 2002). Abigail is the mother of four children. Her oldest child is finishing high school and preparing to attend Adams Community College. Abigail was born and raised in the college district. She attended a local high school and has taken some classes at the college. She works full time as an office manager and is a volunteer for a community service organization. During the interviews, Abigail seemed very nervous, and it took her a long time to relax and begin to speak freely (Donahue,

2002o). Initially, she seemed reluctant to discuss her personal situation other than her children (Donahue, 2002o). In addition, she gave numerous short answers to questions that demonstrated an uncertainty in her role as chair (Donahue, 2002q). By the end of the interview, Abigail was comfortable and became more thoughtful in her responses (Donahue, 2002q).

Abigail has served on the board for five years and originally ran for the board because she "wanted to be involved in education because of her children." She is also concerned about the district because of the tremendous growth in the area.

I grew up in this area and just the way they are building houses and we are having to build more schools, it's great for the college because it means we are getting more students in this area whether they are 18-19 fresh out of high school to whether they are adults like myself who are interested in taking some classes.

The growth in the area has presented problems that Abigail acknowledges will force the college to "expand or find new space just to keep up with enrollment." She realizes that an expansion increases demands on finances, "I guess we have to find ways, possibly a referendum." Abigail is interested in returning women's programs and meeting their needs for childcare on campus because

there are a lot of parents out there that are working moms trying to go to school. . . . Some can't afford regular day car. . . . So, I feel if we can have something to offer them, . . . great qualified babysitters, . . . they would feel comfortable taking classes here

Abigail is interested not only in educational issues, but also other issues that concern the community. "I am interested in keeping up with things . . . with the [county board], I will flip on one of the cable stations and watch the board meetings . . . or . . . try to catch the village board . . . the newspapers aren't always 100% correct." A recent issue that she is concerned about that was brought up by the student trustee is safety on campus.

We have students whether they are an 18 year old girl or a 50 year old woman who don't feel comfortable walking out in the parking lot at 9:30 at night after their classes are over. So we are facing a challenge right now for more lighting, more officers.

Abigail wants the college administration to report back on "what we can do for better safety" to protect the students on campus.

Abigail became chair because it is the unofficial policy at the college to offer the chair to the longest serving trustee who has not served previously as chair, "we try to take turns so to speak," she stated. Abigail was surprised that the chair was offered to her even though there is an informal rotation policy.

I said they would never do it because . . . when we had the minority/majority factor in the past the majority would always pick this person for chairperson because they knew they had the votes. And they might give one of us . . . they would throw us a bone and say we will make you secretary. As for chairperson and vice-chairperson, they were always kept with the same people for years. And when it was brought up to me . . . and others . . . that it is Abigail's turn if you want to go by rotation. They said we are going to make this a smooth transition where it is not going to be in the newspaper the next day that everyone argued over who should be the chairperson. And . . . I got the phone call saying we've already decided and we want you to be chairperson.

She stated that there was a turn-over of three trustees in the election that year that led to a new board. Abigail is surprised by the change, but welcomes the new atmosphere.

What I am seeing now I never thought I would see as long as I was on the board was seven board members that could actually talk to each other like real people and not for their personal agendas, or I don't like you because you know this person or you are friends with that person; you like this vice-president more than the other one. We can talk together and, like I said, if we don't agree on something we are not going to leave this room not liking each other.

This new atmosphere was evident at a board meeting where the longest serving trustee was acknowledged on the 25th anniversary of his trusteeship for his many years of service (Donahue, 2002g). The chair stopped the meeting and made a presentation on behalf of the board. The trustee was so surprised that he couldn't make any remarks. This was a

moving demonstration of the ability of the chair and the new board to disagree without being disagreeable.

Abigail feels that the role of the chair is "kind of like a mediator, some in between person." Abigail expanded on that statement by stating that the role of the chair is to

help the meetings run smoothly, to get together with each and every board member when they have certain issues . . . to work hand-in-hand with the president and to keep the president and his administration close with the board to work together in unity.

She feels that the role of the chair is not as difficult as she thought it would be.

From my experience just sitting back and watching the person as chair, I thought it would be really hard. I thought it would be tough. I thought I would be having the president or other board members call me constantly. Let's do this, or how do we do this. . . . It is less work than I thought it was. Like I said, I have a good relationship with the president and the board members.

Abigail stated the thing in life that best prepared her for becoming chair was that she was a mother. As a mother, "you are trying to get people to get along," she stated.

While Abigail acknowledges the role of the chair is to help the meetings run smoothly, she had difficulty in running the meetings. At one board meeting, she was confused and had to privately consult with the president at the board table on the proper action to take (Donahue, 2002b). During a later board meeting, she remained silent as two board members disagreed over an administration proposal leaving it to the president to resolve the disagreement by offering to the chair that the proposal be revisited at a later date (Donahue, 2002m). The board attorney, who attends every board meeting, had to correct Abigail and instruct the board on the proper order and dissolution of motions on the table (Donahue, 2002g). Also, Abigail failed to assist the president in resolving confusion that emerged in a complicated board debate. At that meeting, the task of ending the confusion fell to the longest serving trustee, a former board chair, who interjected by

asking the president a series of questions that thoroughly explained the proposal (Donahue, 2002g).

As for the chair's relationship with the president, Abigail is in contact with the president "a couple of times a week." The contact is usually initiated by the president because Abigail will only "call if I have something that is a serious issue. . . . I try not to get in his way with the little stuff." But, she is not afraid to contact him if necessary.

And I think because we have such a good president, you know his relationship and mine, I can call him at home. I have called him at home. I don't like to, but I have called him at home on a couple of occasions. But, I think I work well with the president.

Abigail stated that one of the best parts of being the chair is that she "is able to work well with our president" and that the president is "wonderful, wonderful at his job." Abigail's faith in the current president is opposite of her experience with a past president.

I have 100% faith in our president now. We had a president in the past, and I am sorry, but you just couldn't trust anything he said. He would tell you one thing and then go do the opposite and we caught him doing that, or he would tell one trustee something and that same day tell another trustee the opposite. So, if you feel that you have a president that you can't trust running the college, I think our job is easy now. I have told the other board members, I said we have an easy job now because we have an administrative staff that we can trust and rely on.

Her faith in the current president is confirmed by her public praise for his work and acknowledging him on receiving a community recognition award (Donahue, 2002a). In addition, the president was publicly thanked by the board at a board meeting for his willingness to help students (Donahue, 2002l).

Abigail characterizes the current board as "[getting] along fairly well." There are some board members who "are a little more opinionated, a little more outspoken, sometimes they like to grandstand a little bit." But, "most of the time they're cooperative

with each other," she stated. Abigail explained that board relationships are much improved because

in the past if everyone didn't vote exactly the same way you were an outcast, and they didn't talk to you for months, and I think that the major thing right now is that we decided when this new board started, let's do everything we can to get along

Abigail noted the difference in the new board in that she sees that all of the board members "are here to serve the community that elected us" and do not have personal agendas to satisfy. She sees her role as the "middle person." Abigail tries to mediate differences of opinion to avoid "letting it escalate." "So I try and tell them that yes so-and-so trustee does have a difference of opinion on this matter, but that is what he or she is entitled to. We all aren't going to think alike," she stated. As chair, Abigail adopted a new philosophy.

I think the main thing is to try to get along with everyone. And there are board members who are still on our board that at one time didn't care for me and I didn't care for them. But it wasn't personal, it was their actions and now it is just try to get along with all of them because we need to work together.

One of the ways the new board is dealing with interaction is through a board workshop. Abigail stated that the board decided that

instead of having all of these committees that we would combine them all together and once a month before our regular meeting . . . talk about what we would talk about as finance committee, as building and grounds. . . . And that way everyone is involved; before with our committees there would be two or three persons on this committee and two or three persons on that committee.

She believes that the new workshop structure has had a good effect on the board because "this way we have more board involvement." "This way we have one meeting and we all agree on a date when we are all going to make it, that way no one feels they are missing out on anything," she stated.

The matter of participation in the workshops is an issue where there is inconsistency between what Abigail stated and the statements made by other board members at a board meeting (Donahue, 2002a). At the meeting, two board members complained loudly that for the workshop to be effective all board members must participate. In addition, there was heated debate over dates selected for the workshops. Abigail did very little to stop the escalation of the dispute and left it to the president to offer a suggestion to resolve the issue.

One of the issues that divided the board in the past, the construction project and land transfer, is now viewed by Abigail as a positive effort with the full support of the board. "There were a few other board members too that said, no, I think we are going too fast with this. Let's step back a little and check out the other junior colleges . . . and let's see how theirs work. And now I am for it 100%." Another issue of contention in the past was the foundation board and its level of involvement in college affairs. Abigail stated, "Well, actually the foundation has stepped back a little." Previously, however, the college "had a big problem with the foundation for quite some time. The foundation for some time was actually running this college instead of the board."

On her leadership style, Abigail stated that she

is probably a little more laid back than some of the other chairman that we've had in the past. Soft spoken, I still speak my mind at times. I try to do more listening with the other board members. As I feel in the past, the chairpersons that I have been on the board with the past four years just had to run everything. They had to do everything because they were the one in charge. I feel, in a way, yes, I'm the one in charge, but I feel that I am just a spokesperson for the board itself. My vote doesn't count if it is all by itself. It's the whole board as a whole, and like I said, I'm probably a little more laid back, a little more quiet, maybe a little more patient.

Abigail works with the president to discuss the agenda before the board meeting so that

she can "try to get with the other board members and see how they feel about different issues before it's kind of thrown at them at a board meeting and then they are not sure." When issues or discussions get heated, Abigail tries to diffuse the situation by "reminding all of them to work together and not take something personally."

One particular issue that has been brought to her attention by some board members for her action is to stop the disruption of the meetings by one trustee. "How do you ask another board member, after you have asked, I've asked, we've asked and other board members have asked to keep the questions simple?" She stated that board members are tired of four-hour meetings "when it should have taken maybe an hour and a half or two hour meeting." Abigail has tried to cut this board member off by telling this person that the meeting had to move on and "he added another five minutes after that." She told the story of an administrator who was scheduled to give a presentation to the board, "and this poor gentleman could not finish his presentation."

I think there were five different facts that he wanted to go through for the board and he got to do two of them because it got to be the time when we had to start our regular board meeting. . . . So I asked him [the board member] politely twice to let him [the administrator] finish because we had to start our regular meeting.

Abigail stated that next time she will have to just cut him off if he doesn't take the polite hint because she has been told that "there are other board members who will call my attention to a point of order." Abigail believes that a better plan is to talk to the board member so that he realizes that the administrators feel as if he "is second-guessing their job." To reduce the tension on the staff, Abigail has spoken to administrators in person about the situation.

The one person I talked to, there were many, but just looked at me and said, "I worked so hard. It took me almost a year to put all of those facts together and when I was asked these questions and one of them was that this board member

wants this stuff detailed." He said to me, "I can't detail it any more." And I said don't worry about it, you did fine. The rest of the board thinks this is great, you did wonderful. And your facts, we have it all here. We have our own book. It was a notebook with 200 some pages.

In handling the situation of the out-of-control board member, Abigail had trouble asserting her will to guide the board member and keep to the agenda in a timely manner. At one board meeting, the board member added five items for discussion (Donahue, 2002a). The board member, who has a very loud voice, was unable to hear the other board members state that they have all read and understand the materials. Abigail allowed the board member to continue, much to the displeasure of the other board members.

When asked what she wanted to add that was not asked in the interviews, Abigail stated that she is proud of Adams Community College.

I think we are fortunate to have an institution like we have. You go out into the community and run into anyone . . . and you mention [the college] and they mostly give you a positive response. . . . I'm just happy to be a part of [the college].

The President of Adams Community College will be identified as John. John participated in an interview that provided the following information on topics related to his perspective of the role of the chair (John, personal interview, March 2002). John has worked at the college for many years rising through the ranks of the administration to become the CEO. He comes from what he describes as "poor circumstances," but he was "fortunate to have a mother who believed in education." All of his siblings went on to further their education beyond high school. John holds an advanced degree in Educational Administration. John is a very distinguished looking man and has a deep, authoritative, but non-threatening voice (Donahue, 2002p). During the interview, John

was relaxed and gave sincere and knowledgeable responses to the questions (Donahue, 2002p). He appeared honest, but diplomatic in his discussion of the chair and the board and past difficulties at the college (Donahue, 2002p).

John believes that the role of the chair is to be the "chief spokesperson for the board of trustees." He also believes that the chair is "the principle contact with the president of the institution, I believe, in carrying out policy, . . . giving the board's direction to the chief executive about things that are to be accomplished." John thinks of the chair as

a role model for the rest of the board in terms of his or her decorum, with respect to how things are conducted at meetings and do it in such a way when possible that it doesn't come down to the brute force of who has the most votes on any particular issue.

John feels that the chair has a responsibility not only to lead, but to also

treat all board members equally, to try to build consensus on issues to avoid trying to exert your own will simply because you are the chairperson and to fairly and accurately hope to interpret and represent the administration's proposals to the board which obviously means the chair should be knowledgeable of what the administration is trying to accomplish with the recommendations that it brings to the full board.

The rotation of the chair between board members has, in John's opinion, presented problems at times because some chairs

like all of us have skills that are better suited to the chair's position than others and so there is certainly an ebb and flow in terms of the skills that come to a position when you have an automatic or systematic rotation.

But, John stated, it is a tradition that has

only been broken in a sense during real times of strife among board members and there was a time in the fairly recent past where the rotation did not occur. In a sense this is now maybe the start of it being back on track again.

This statement confirms what Abigail was referring to when she said that in the past the

majority of the board dominated the election of board officers and only offered a token position to the minority board members.

As for the role of the chair in relation to the president, John, like Abigail, believes that the chair is the "president's sounding board for the board of trustees." He also feels

it behooves a president to be able to discuss those [ideas] with the board's chair to get some sense as to whether the chair thinks it's a good idea to bring them forward, have some strategies about how to bring them forward, whether it's delayed for a certain period of time, modify the recommendation in some way, modify the presentation that leads to the recommendation. But, I really believe there needs to be a close relationship between the chair and the president if things are going to work smoothly. And again, I don't see it as giving the chair undue powers so to speak and access to information that the rest of the board isn't going to eventually get, but I believe that all good recommendations, frankly, require some refinement especially if they are out of the realm of what I would call routine. And I believe, again, that the chairperson is elected by the board, not that he or she assumes that power, I believe that they're given that power by their trustees...to play that role.

John characterizes the current board members as they relate to each other as "very encouraging." He bases his opinion on many years of watching boards and having witnessed "the good, the bad, and the ugly so to speak in terms of board relationships." "First of all, I think they're supporting the administration but yet challenging. . . . I think they make an intense effort now, at least the majority of them, to work together." He supports this statement with the same evidence put forth by Abigail, that is, the workshop the board is trying to use to encourage better communication and participation. However, John added that

we're trying to schedule a follow up to that to include several trustees who weren't able to be there that night so that the board can do a number of things that were discussed at the first workshop including setting board goals for the year, determining a process for board evaluation, which to the best of my knowledge this board has not done for quite a few years now.

His comment indicates that there is a participation problem with some trustees being

more active and expecting others to be more involved in board affairs. Also, with a number of new board members recently elected, it has been difficult for the administration to function because

those people [new board members] don't have the background so you're always trying to be careful to give them enough background information that they feel at least enough up to speed to make an informed decision and that is obviously not always easy to do. You're also at times, I think, trying to overcome a situation where there may have been decisions made that new board members aren't entirely comfortable with, but by the same token you are far into a project or an idea that you can't really stop and start over so you're trying to convince those trustees of the merits of the direction in which you are moving and the necessity for at least completing certain phases of it before you're at a point where you can't necessarily make any changes.

John characterizes Abigail's leadership style as "nondirective in a sense that she hasn't had much experience either formal or informal, and I suspect as a leader of any kind of organization." However, he praises her as "really a good person" who is serious, and hard working, but at this point lacks the skills to be "a dynamic chair." John stated that Abigail has tried "to be a consensus builder." He offered as evidence the fact that Abigail gives everyone the opportunity to speak on an issue before a vote and "if she senses there's an issue, she is certainly willing to say, well, let's step back. Let's ask the administration to gather some more information and bring that back to us later." John confirmed Abigail's position as a former minority board member "who would have been seen as part of the negative faction on the old board, and I think that pretty much has dissipated now." He added that the casual board observer would not be able to distinguish that fact because "that is how much it's [the board relationships] improved." John also confirmed Abigail's interest in the issue of safety on campus. He stated that the board, "under the chair's leadership, said . . . let's give the students the privilege of talking about

this but let's also inform them that we're not going to be prepared to take any action until the study [by the administration] is complete."

John lists the strength of the board as its "focus on the institution again, and people understand that they need to work together, it doesn't mean they have to agree on every item, but the real focus is the college." He also mentioned the tremendous growth in the college district and the need for the board to "make some prudent, but also bold decisions and I think we have some trustees right now who share the feeling, and it's a matter of trying to get a few others to come along." John was specifically talking about proposing a tax increase referendum to support the implementation of the facility master plan, an issue that was also raised by Abigail. As for the weaknesses of the board, John stated that they have not finished developing an organization plan that they are comfortable with and it is a recurring issue. He cited the workshop;

I know it's the feeling of the majority of the board that they would like to function as a committee of the whole rather than a board committee so that they're all getting the same kind of information and to the same depth that some of them are getting.

He also mentioned "anything board members can do to educate themselves on the community college would be valuable because we don't have people on this board with much formal, corporate level type experience." Finally, he stated that the chair "really does want to do a good job. And I believe her heart is in the right place in terms of trying to move the college forward." As for the board, John believes they "want to make sure we are doing things here that make a difference, which of course is the administration's goal also."

The Trustee of Adams Community College will be identified as J. Quincy. J. Quincy participated in an interview that provided the following information on topics

related to his perspective on the role of the chair (J. Quincy, personal interview, March 2002). J. Quincy has served on the board for 25 years. He is married with grown children and retired from his family-owned business. Over the years, he has served as chair of the board five times. During the interview, J. Quincy spoke very softly and took a long time to respond to questions, but he was very frank in his responses (Donahue, 2002r). He was not overly negative, but appeared honest in his assessment of individuals and the past problems at the college (Donahue, 2002r).

J. Quincy views the role of the chair as "kind of like a referee." The most important role of the chair is to "work with the president on an on-going basis, . . . work with trustees." His view of the role of the chair as referee is evidenced by a story he told.

The hardest thing or maybe the easiest thing is you have to get a hold of them [the board member] one-on-one and say hey, outside of the boardroom when you are just two people, . . . you can't do it . . . you can't come to a board meeting and slap all of this stuff down and start asking questions. I mean you get your board materials a week before the board meeting, everything is written down . . . if you have a question you call up the president, the appropriate vice-president or the chairman or another board member and ask questions. Don't embarrass everybody. Don't come to the board meeting and say, Dean Johnson, why did this happen? Why did this not happen, when they are not prepared for it. . . . You have to let them [the administration] know so they can come back with the right rationale and criteria to debate you on the issue so the other board members have a good grasp on how to vote one way or the other.

J. Quincy feels that it is the duty of the chair and the president to anticipate the issues that may arise, and together, work out an approach to resolve it. As for the relationship between the chair and the president, J. Quincy stated there has to be trust, "100%."

If I were chairman right now, I could call up [the president] and I'd say I have a problem with this, I have a problem with that and we would get it worked out. And if he had a problem we would work it out. And if either one of us were at a level that we were uncomfortable . . . we would poll the rest of the board. . . . When you've got a good president it's unbelievable, things run really smooth.

J. Quincy is encouraged by the interest of the new board members. "There are a

few people . . . who surprisingly are more active in going with the flow of the board. I thought there would be a lot more uprising." He explained his statement further by stating "we had a bad board a few years ago." "So, for four years it was a four to three split board all the time, four to three, four to three."

No matter what it was, four to three. Even paying the bills on a day-to-day basis of paying the bills. We would say okay here's the bill, look we decided not to pay the bills, except on the very last day they would pay the bills. It was a joke.

He went on to say that this group

fired four administrators, the Chief of Police, the Director of Personnel and Administrative Services, the Buildings and Grounds Superintendent, and a vice-president. They were trying to fire the president, but he ended up leaving anyway. And when anyone would ask them, the members of the press, why they are doing this? They would say because we can. That was their response, because we can, just because we can. It was a shame. It was really bad.

While J. Quincy confirms Abigail's statement that the old board was split, he also confirmed that the current board is good because "we work together." He added that the current chair, Abigail, who was part of what President John referred to as the negative faction, is "surprising because she is doing everything the right way. She isn't doing it their [the negative faction] way. She is doing it the way a good board member should be."

J. Quincy characterized the leadership of Abigail as "not aggressive, she is more passive." He agrees with the assessment of the president that "she is not a strong board chairman." He also stated that the president has to fill the void created by a chair that is not strong by suggesting "that the chairman do this or that." J. Quincy disagrees that Abigail was voted in as chair because of the rotation policy. He feels that the new board "wanted to show good faith between the old coalition that was going out and the new people that were coming in. . . . It's been working out good so far, it's good."

When asked about the strengths of the board, J. Quincy stated "we've always had a good board on diversification. In the past we had a guy who ran a gas station, worked for the city, retired people, . . . phone company, real estate, . . . insurance, . . . lawyers, barbers." When asked about the weaknesses, J. Quincy had a simple statement, "boy, right now, I don't think we have one." His statements on the change in the board confirms the earlier comments of the chair and the president that things have improved at the college. When asked for a final statement, J. Quincy talked about how past and present boards were always proud of the college.

They push for it [the college]. That's one thing that everybody did even when there were split boards. When you would go out someplace, even one coalition or the other, as far as [the college] . . . we've always been together on how good the institution was . . . the best faculty . . . the best administration.

In summary, Adams Community College is beginning a new era where the board is trying to work together rather than dwell on the past. Abigail views herself as a mediator and consensus builder. John is complimentary of her effort, but correctly states that she lacks experience. J. Quincy is also complimentary, but states that Abigail is not a strong or aggressive chair. The statements of John and J. Quincy follow in the manner of a board that is trying to work together to achieve something of value for the institution rather than focus on the personal failings of others. The inexperience of Abigail as chair, however, is evident in her inability, uneasiness, or unwillingness to control the progress of the meetings, facilitate discussion at the meetings, or mediate disputes among the board members. In addition, the disagreement among the board members over the appropriate level of participation at the workshops is a very contentious issue for this board that needs to be resolved in a positive manner in order for the board to function effectively in the future.

Jefferson Community College

Jefferson Community College serves suburban and rural areas. It is a comprehensive college that provides traditional degree transfers programs, and also emphasizes its technical and occupational programs. The single campus is located in a suburban area with access provided by a main thoroughfare. The campus has beautiful landscaping that minimizes attention on the parking lots and focuses attention on the main building. The main building faces the thoroughfare; however, there is no entrance to the college at that location. Unfortunately, the effect of the landscaping leading up to the main building, which is set on high ground, can only be enjoyed by those driving by rather than visitors to the campus. The campus buildings are comprised of a series of additions to the main building rather than stand-alone facilities. The main building is constructed of brown brick and glass. It is distinguished by architectural flourishes that disguise the heating and cooling plants in cylindrical towers of brick. The vestibule of the main building leads to a three-story atrium. The ground floor of the atrium is flanked by a student lounge area, a cafeteria and administration offices. The upper floors of the atrium are open to hallways leading to classrooms. Artwork and banners hang suspended over the atrium from the ceiling. The main building has as open and welcoming appearance. The college houses a performing arts center and business conferencing facilities. It is also currently preparing for the groundbreaking of a new educational building on campus.

The college has a district population of approximately 200,000 residents. The college district serves 19 densely populated suburban communities and a large sparsely populated rural area in portions of two counties. Some of the suburban communities are well established and at one time were considered independent urban areas with a small

manufacturing economy. However, growth from two larger adjacent urban areas has changed the common designation of the area to suburban. The district includes one of the poorest communities in the state, and it also includes one of the wealthiest and most affluent communities in the state. Accordingly, there is a tremendous disparity in the socioeconomic range of the district. Finally, the rural area is quite a distance from the campus and has been underserved by the college. Future plans include better educational services for the rural area of the district; however, current financial constraints prevent any serious discussion of the plans.

In the last decade, the district has changed from a majority-dominated population to a minority-dominated population. While minority groups narrowly dominate the district, majority students narrowly dominate the student population. The district has experienced minimal growth over the last decade and the college has experienced a decreasing enrollment over the last few years. In response to decreasing enrollment, the administration drafted an institutional plan to address recruitment and retention. Local newspapers have reported on the enrollment problems faced by the college and its plan to increase enrollment (Jefferson Community College, 2001e, 2001f).

Another issue related to the falling enrollment was a decline in the financial resources of the college. The problems associated with falling enrollment and declining finances have caused serious debate among the board members. A review of the college board minutes of the past year reveal numerous split votes on issues such as the establishment of additional sports programs (Jefferson Community College, 2001a), the adoption of the institutional plan (Jefferson Community College, 2001b), faculty salary issues (Jefferson Community College, 2001c), and professional services contracts

(Jefferson Community College, 2001d). In addition, there was recent board discussion about the likelihood of passing a tax increase referendum and a proposal for a significant tuition increase (Jefferson Community College, 2002h). The student newspaper also reported on the poor financial state of the college during this period (Jefferson Community College, 2002).

The Chair of the Board of Trustees of Jefferson Community College will be identified as Peter. Peter participated in a series of interviews that provided the following information on topics related to his perspective on the role of the chair (Peter, personal interview, April 2002). Peter is the married father of six who has worked in a number of fields including at one point owning a business. He has served as a board member for more than 20 years. He holds an undergraduate degree from a Catholic university and has done some graduate work. Peter traveled extensively during his youth, which he believes broadened his, until then, limited view of the world. He originally sought appointment to the board due to a resignation. He did not receive the appointment, and later ran for the board in the next election and won a full term. Peter has also served as a local elected official in his village. During the interviews, it was immediately apparent that Peter was passionate about his role as a trustee (Donahue, 2002n). As he spoke he used facial expressions, his voice levels, and his hands with intensity to emphasize his points (Donahue, 2002n). He spent a lot of time discussing his background and how it influenced his life and shaped his view of leadership (Donahue, 2002n). Peter believes that through community service he can make an impact on the lives of others. He is thankful for all the gifts he has been given in life and he wants to contribute something of himself to help others. His belief was reiterated at a board meeting where he spoke about

his mission of public service (Donahue, 2002c). Peter feels strongly that education is the key to a better life in more than financial terms. He stated:

Education is the way to go from the bottom to the top. . . . You can take someone and give them a multi-million dollar lottery, if they have education they will do something with it. If they are poor in spirit in a few years it is gone. That's why even the person, and I apologize if this sounds elitist, the person who owns the local car wash who is uneducated, you can put a tuxedo on him, put him in a fancy event and his lack of education just shouts. He just has to open his mouth. He may have millions of dollars, but his lack of education precedes him.

Peter believes the role of the chair is one of facilitation. "My view is that an effective chair is one who facilitates and that is the important word, who facilitates great board dialogue. My job is to get their opinions on the table and help them facilitate their discussion." Peter wanted to become chair because he had worked with other types of chairs who were too strong or too weak and he did not appreciate those styles. He had his own idea of what the chair should be so he designed his "vision of chair negatively and positively from being a trustee and seeing other chairs. And I had never seen anyone facilitate decision making." Peter feels strongly about the role of the chair as facilitator. He stated that one of the best parts about being chair is using his position to be a facilitator to other board members. Peter begins the facilitation process immediately to build a relationship with new board members.

A relationship can build easier in the beginning stages privately than it can publicly. So, consequently anytime a new board member comes on, predominantly because I am the senior person, I always reach out to them and say you know if you ever have any questions don't sit there, you need to ask questions. And if you don't feel comfortable asking the questions in public, call me. . . . So they ask questions and people come to learn that I am not heavy-handed. This is not the Peter show, this is a [college] show, this is their show, I'm just facilitating.

Peter puts his belief about facilitation into action during the board meetings. At each of the board meetings (Donahue, 2002c, 2002i), he repeatedly requested input from the

trustees and enhanced the level of dialogue.

A major part of facilitation according to Peter is the development of consensus.

Consensus is very important because, in his opinion, split votes send an ambiguous message to the administration.

Four-three votes are dangerous, dangerous situations because when you are the administration you have a four-three vote, yes, you won what you are supposed to do but that's a tenuous direction to take. As contrasted with a 7-0 situation, there is no question what you should do as an administrator when you have a 7-0 vote.

Peter also believes that developing consensus can be a difficult task for the chair because sometimes issues are hidden behind other matters. "So many times people hide their decisions in a smoke screen then it is the chairman's job to flush out where they are coming from. . . . So, I start exploring through discussion, why are they not supporting this?" Peter finds the problem buried under another issue, for instance, "it is not an issue of athletic fields. It's an issue that we are going to spend a million dollars on athletic fields" rather than on some other project. Peter facilitates the issue by finding out "what the problem is and that's really, really important that my colleagues know why this person is going to vote no. . . . That's the chairman's job. And when the chairman is doing his job . . . there is trust on the table." The goal for Peter is to have the issue resolved by building a consensus based on "having everyone express their opinions, their true opinions, their honest opinions."

Peter also recognized his failure to achieve a consensus on an important issue that ended up as a four-three vote. He described it as one of the worst parts of being the chair. The board was divided over changing the law firms.

I had three [board members] very strongly for making the change. . . . I had one for it based on the presentation but was concerned that the president was speaking for the status quo. I had another board member who was against it who wasn't

even at the presentation . . . because the president wasn't for it, and I had another member who was weakly against it . . . and then me.

The board was split on the issue and Peter attempted to facilitate, but failed to achieve a consensus. As chair he had to decide whether to call the vote, "I could not ignore three board members. My failure is having the interviews without two board members there." He recalled that one board member told him "you're not going to get a consensus, let's just vote." He still agonizes over his decision to call the vote. "They [board members] had said they were going to make it that night, so it wasn't like we went ahead knowing that they weren't going to make it. I wouldn't have done that if I had known that." The board decided on a split vote to hire a new law firm. Peter stated that his

road map didn't work. . . . And because it didn't work this was not a strong, good decision. . . . It keeps popping up. Even though the effect of the decision is good because they're a good law firm, I see it popping up. Maybe we should have waited.

Peter said that the college accepted the decision of the board to hire a new law firm, but he acknowledged that "anytime you have a four-three decision it's a poor decision and sometimes you have to make poor decisions rather than no decision."

Peter characterizes the current board as "a young board, and again young meaning less experienced" because half of the board members have been on the board less than three years." As a result of the relative inexperience, Peter is forced to "always having matters being brought in in an introductory way." During a board meeting, Peter spent a lot of time explaining the process and the history behind the granting of a sabbatical (Donahue, 2002c). He believes the strength of this board is that there are no agendas or "outside influences coming to bear on this board." Peter also stated that the board "cares about the institution." He stated that the weakness of the board was in its "parochialness."

He lamented that very few board members have ever "done anything outside of coming to board meetings." Peter added that unfortunately there are only two members of his board who immerse themselves in the role of trustee.

On the relationship with the president, Peter compares it to a marriage.

When you choose to get married, you think you've chosen the best partner in the world. And the reality is, in the unfolding of your life, that person that you married is not the same person. You're not the same person. And even when you chose that person the variables are so wild to come together and work things out are difficult. . . . When you've got a president, I didn't choose this, it wasn't Peter who went out and chose this president. It was the wisdom of my board members. . . . But, if I am going to be a good chair, this is not about Peter. If I cannot facilitate my president to be the best president possible, I have failed.

Peter believes that the president needs the support of the chair to be successful. "He needs to know that I, as chair, am behind him one thousand percent." In addition, the chair has to "be incredibly sensitive and thoughtful. A good chair needs to know his president, his strengths, his weaknesses, his potential, what are issues for him." Peter repeatedly praised the president and the administration for its good work and accomplishments during the board meetings (Donahue, 2002c, 2002h, 2002i).

Peter also stays in close daily contact with the president. He wants to be fully aware of what is going on at the college. "There cannot be anything that ever happens in this institution that he knows about that I don't know about. I can't be blind-sided that way." Although Peter demands good communication, he insists that the president

has the right to make administrative decisions. I will not tell him what to do. I can express my opinion to him, but it's his call to do administrative decisions. . . . But, I must be aware of everything that goes on.

In addition, he insists that the chair has to know the boundaries of the position. "A good chair lets the president be the president. . . . I don't want to be the president here, it's not my job. My job is to be the chair and that's what I want to do." Peter stated that there is a

lot of trust between the president and the board, "If we sampled my board members . . . I would probably get seven of them, six of them to rate trust to the president very high. . . . And the president rates the board very high on trust."

Peter defined his leadership style as "participatory." He used a business related reference to illustrate his point. As a leader in a business enterprise there "were a couple of times that I had to say, I know you don't agree with me but it's got to be done this way. I do not like to do that. That's not my preferred way." At the college, it is different because "you have the wisdom of eight people" in the decision making process. Peter also believes that "how a leader goes the whole institution goes. And it's unimportant whether it is a community college, it's unimportant whether it is a commercial enterprise, whatever the organization is, the leader sets the tone for everything." He also believes that because of his leadership the college displays many of his qualities and he is proud of what his leadership has accomplished.

If the leader has loyalty, there is loyalty all the way through. If the leader has honesty, the whole institution has honesty. Any quality, good or bad, if the leader has it the entire institution has it. I am who I am not by an accident. I am who I am because I have had the good fortune of having had the experiences I have had and I have chosen who I am. I am enthusiastic because I chose to be enthusiastic. I chose to be high integrity because my experiences have shown me that when you have integrity you have self-respect in contrast to those who don't have integrity and don't have self-respect. So, I am who I am because of choice, so therefore, this institution has a lot of Peter's qualities. And if that sounds egotistical, I apologize. I have chosen that for myself, but I chose them also for the institution. Our meeting was enthusiastic because of Peter. The people who adhere to these programs are enthusiastic because of Peter. Now, will that be true in ten years when Peter is now gone and you have had two or three years of no enthusiasm, I suggest there won't be. And that's just the way it is.

Finally, even though Peter focused his responses on the role of the chair during his interviews, he passionately believes "in the wisdom of the group." He stated, "It's the great thing that happens here. . . . It's beyond me and it's beyond any individual."

The President of Jefferson Community College will be identified as Thomas. Thomas participated in an interview that provided the following information on topics related to his perspective on the role of the chair (Thomas, personal interview, March 2002). Thomas has over 20 years of service in the community college system. He has worked in three states and at all levels in the academic areas. He is married and has a child who attends the college. Thomas holds an advanced degree in Literature and has participated in leadership institutes. During the interview, Thomas was very relaxed and frank in his responses (Donahue, 2002e). He is a very distinguished looking man who was open to discussing the variety of personalities he deals with as president and the problems associated with divided boards (Donahue, 2002e).

Thomas believes that the role of the chair has "some legal roles for sure. . . . But, in addition to that I see the chair's role principally as working on the agenda in concert with the president . . . and creating a climate of collegiality among all board members." In relation to other board members, he believes that the chair is responsible to "make sure they are informed and to the extent that they are willing" to actively participate. Thomas knows that keeping seven people informed and involved is a challenge because "they may have varying degrees of commitment to their work on the board, but you know they still have important responsibilities." As for the relationship with the president, Thomas believes that "in the ideal they need to work very closely together in terms of vision for the college."

But, I think it works best when the board chair and the president are on the same wavelength on those things. Then I think just in terms of the relationships of making this work, that is of having monthly board meetings, workshops, retreat sessions and other things that if the board and the board chair are in sync, that those things come off and are very productive. If they are not, for any number of reasons, practical reasons and you know just time conflicts and things like that,

even if they didn't have philosophical conflicts or anything more extreme that just time conflicts, you'd still not be as efficient and effective as you could be if you were working together.

As an example of the chair and the president working together, Thomas spoke about his desire to have the board participate in more strategic planning workshops, but he worried about the involvement of the board without the guidance of a strong chair like Peter.

I propose and I persuade, and you know in some cases you would think at least from a president's point of view that some of these things wouldn't take all that much persuasion, but sometimes they do, and so you accept that. But, I think that so long as Peter's there it's not going to be that hard to persuade him, because he is already leaning in that direction. People will follow his direction, and so it will get done so long as he is board chair. Now, I am not sure that it would be as easy maybe if someone else were board chair. It's hard to tell at this point until we see who that is.

Thomas characterizes the board as neither active nor passive, but rather "right in the middle if that were a continuum." But, he stated that they were becoming more active because of the decline in enrollment and the financial problems "the board had already begun to work with that, . . . to talk about tuition increases and a referendum. . . . They wrestled with it when they didn't have to. It wasn't something that I had brought to them yet." He also listed the board's response to the administration's proposal for additional sports programs as demonstrating more activism and involvement. The proposal was rejected by the board. However, "individual board members became very involved in trying to find out more about this. So, they spoke to students . . . the athletic director . . . and representatives from other colleges." Thomas believes that this board is "at the point where it has the potential to become much more activist just because the people are more involved and they are more independent than they were when I first arrived."

Thomas believes that the strength of the board can be found in the "mix of skills that the individual board members bring to the table. Their professional backgrounds are

quite strong and I really have come to appreciate that the more I work with them." The weakness of the board is that some of the board members are "not aware how much of a commitment this is." But, Thomas thinks that the commitment issue could be mitigated by a better trustee orientation process. He also feels weakness can be found in the relative degrees of trust among the board members "because of their history with one another." Thomas added, "our present board was split over the last president who left. The present majority didn't trust him," and he believes that matter still lingers. "I inherited an environment of distrust that has been hard to work through . . . it should be clear by now that I am not the previous president, nor am I trying to get away with anything." As far as the board's trust in him as president, Thomas stated, "I can believe what I am being told and they can believe what they are hearing from me."

When asked about the chair's leadership style, Thomas described the chair, Peter, as "an unusual person." "Peter is well known in this community, well known for being controversial, for being outspoken, for being flamboyant. I think that is not even an exaggeration that even he would disown." He stated that Peter insists on open debate among the board and the administration on important issues.

Now, that can be good or bad from the point of view of the administration. We don't want to talk about, I mean one of his favorite issues is grade inflation. We have given him a lot of information about what the college has done, what the faculty has done to work with that . . . really taken hold of that and worked hard on that. But, you know we recognize the dangers of debating something like that while the press is sitting there.

Thomas confirmed that Peter insists on constant communication from the president. "I spend a lot of time with him . . . because Peter has a way of wanting to look at every issue from several different points of view." Thomas stated that he talks to Peter every day "because of the way his life is set up. . . . I call him every morning at 8:30, if I can get

myself away to do that." Thomas and Peter discuss important issues for up to an hour because Peter "talks a lot about his background, because he has a lot of background. He has been on the board for 20 years, and has a point of view about things." Thomas made an interesting comment about their relationship, "you don't get to choose it, it is thrust upon you." His comment is very similar to Peter's description of the relationship as a marriage partner that someone else chooses for you.

As a final comment, Thomas made a statement that seemingly contradicted Peter's assertion that there are no agendas or outside influences on board members. When asked to add something that was not addressed in the interview, Thomas stated, "This is a very political situation." He related a story about the board and change.

One of the things that is a challenge to me as a president is not going in the direction of board so much as going in the direction of my campus [administration]. Because for example, it is pretty much understood in this district . . . when the power of the board shifts from one group to another, they are going . . . to make some decisions that have to do with their gaining this influence. So, . . . no matter how much you love your law firm, you are not going to be able to keep that law firm. They are going to get their own law firm. . . . I've come to an accommodation with that . . . because . . . first of all this is the way democracy works. This is a decision that all of the statutory information says that this is the board's choice. But, I can do what I can to influence that choice, but once that's made, I feel that . . . I have very little responsibility in that. It's a little harder to convince the folks that I work that that's the case. . . . That's a dynamic in all of this too. . . . It's a little bit more political than I had thought it would be when I got here.

The Trustee of Jefferson Community College will be identified as Joseph. Joseph participated in an interview that provided the following information on topics related to his perspective on the role of the chair (Joseph, personal interview, March 2002). Joseph has had a long and successful career in a law-related field. He is the married father of three children. His oldest child is graduating from high school this year and will attend a community college. Joseph has been a trustee for eight years and has been active in local

political organizations and a variety of other community organizations. He ran for the board after losing an election for another local office because he "wanted to stay active." Joseph has served as secretary, vice-chair and chair of the board during his tenure as a board member. Joseph was eager to participate in the interview and answered the questions clearly and thoughtfully (Donahue, 2002d). During the interview, he was very animated, using his hands and laughing about situations at the college (Donahue, 2002d). Joseph was not afraid to be critical in his assessment of the board, but he has a positive outlook on the future (Donahue, 2002d).

Joseph views the role of the chair as "the go-between between the board of trustees and the president to make sure that the meetings are conducted in an open... fashion where everyone's issues or questions are addressed and answered." He also stated that the chair must ensure that "information needed by a trustee to make a decision is provided them." Finally, he views the role of the chair as a sounding board for the president to "assist the president with, . . . kind of the sentiment of the board on issues and interpret what the board's decisions were." As chair, Joseph saw himself as "a conduit between the board and the president to help both interact."

Joseph characterized the board as in a transition period.

We have in the past been a split board. And the dynamics of our board has changed from the majority on one side to a majority on another side now, but it's a fragile majority, but it could change tomorrow with the dynamics of the board shifting slightly. So, we all try to work together and accomplish things. We have a much better atmosphere working together now than we have had in years past with a previous president. We're hoping to accomplish some good things for the college.

Joseph's claim that the board is in transition confirms the statements of Peter and Thomas on past board relationships. Joseph also related an incident that is illustrative of the

problem created for some board members by the former president.

We had a consultant come in and work with us. We took a weekend and went to the country club . . . and had a workshop on us trying to work together with a consultant. . . . He [the consultant] played an exercise on where we wanted to see the college in a year or six months maybe. He had us write it out on a card, stick it in an envelop and address it to ourselves and give it to him, and in six months he was going to mail it to us to see if from what we had been working on we had gotten someplace. The president refused. At the end . . . the consultant asked the president where was [his card]. . . . The president didn't fill out the card. And he told the consultant, "I am not the problem here, I don't need to do that."

Joseph said that the actions of the former president in this instance demonstrated the problem. "The president is a part of this team as much as a board member I feel. You can't have a cohesive working organization without the president and the board working together."

Joseph would like the board to interact more frequently, "do some more social things together." Joseph believes that social interaction is important in creating a good relationship between board members.

You get to know people a lot better. They know about our children and we know about theirs. And there are problems in their family sometimes with illnesses and this and that and you learn what makes up somebody and it helps you sometimes in working with that person. Our board is reluctant to do that as a whole. There are some who are willing to do that but if you don't get everybody doing it, it leaves a piece outside of that whole puzzle.

He views the lack of social interaction as one of the weaknesses of the board. Joseph is in agreement with the president that the strength of the board rests in its diversity. "We come from all different kinds of backgrounds. We have intelligent people who know how to ask the questions if they want to. We have people who want to see the college succeed and do new things." He added that the board is "open to new ideas," and that "everyone communicates very well on the issues."

Joseph confirms Peter's description of his leadership style as participatory.

Peter, I would consider very participative. . . . Sometimes I work my way around an issue to get someone to get someplace, where Peter will be more direct. But, I do see him as a participative person helping not only the president, but the board work through projects.

Joseph gave an example of Peter's participatory style. Peter began by telling the board that he would like them to consider a workshop to look at an issue like policy governance and then he

gave a little scenario and saw if there was any feedback from the board. If the board would have said, I don't think that is a good idea, we would have talked about it some more before Peter would have either gotten them to see that this would be a benefit to us, or . . . dropped the issue. I've seen Peter argue a point as a trustee adamantly that we should do X, but everybody else felt that Y was the appropriate way to go. Peter often said I don't want to stand in the way of my colleagues and I will support that decision, but I felt I needed to raise this issue. He doesn't do that all the time but many times he would do that. So, Peter has the ability to change his thought processes or at least buy into the majority and that's not typical of a lot of people. A lot of people will stay with their, and maybe me more so . . . stay with my opinion and vote that way even though I am in the minority, where Peter has the ability to put that team player component in there and support the majority.

Joseph stated that Peter works hard at being the chair, and is willing to listen to all board members and actively encourages their participation.

A board member grabbed him Thursday night, and I hate to say one of the majority or minority, but someone who is not part of our of side things and talked to him about an issue and he talked to her about it. So, . . . he is open to working with everybody there, and works hard I think at trying to do that. He has gone to lunch with a couple of them. . . . But, Peter works hard at trying to work with them and addressing their issues and concerns. He is always asking at the board, is there any other thoughts, are there any other questions. I used to do that but not as much as Peter. Peter is fanatical about, you know come on, is there anything else. I'd ask that once or twice, Peter asks four times, just to make sure everybody has a chance to respond.

When asked if there was anything else he wanted to add, Joseph stated that the chair has to be an advocate for the college, "that is a major role for the chair along with the president." In conclusion he stated, "I enjoy tremendously my community college

involvement. I've seen how we change people's lives throughout their education at our institutions."

In summary, Jefferson Community College is described by Peter, Thomas, and Joseph as going through a transition period. Peter contends that he has a participatory style of leadership that fosters dialogue and consensus. His style of leadership was confirmed by Thomas and Joseph. However, the fact that there are so many points of contention and split votes call his effectiveness as chair into question. In addition, Peter's contention that there are no personal agendas by board members seems to be in direct contradiction to the opinion of Thomas when he discussed the politics involved in the change of law firms. The fact that Peter and Joseph still describe the board in terms of majority and minority reveals a lack of cohesiveness among the board members at this point. Also, the lack of participation and commitment mentioned by Peter, Thomas, and Joseph may be due in part to the lingering effects of past board relationships. Finally, both Peter and Thomas described the relationship between the chair and the president in terms of an uncomfortable or arranged marriage. The similar descriptions of their relationship in such strained and unenthusiastic terms may reveal another underlying problem for the board.

Presentation of Themes Identified from the Data

The themes that emerge from the data are derived from the elements that constitute the perspective of the chairs on their leadership role. The presentation of the themes will begin with a discussion of the chairs' perspective on their leadership role. Firstly, the personal traits of each chair will be profiled. Secondly, the elements that constitute their perspective and the variables that influence their perspective will be

presented along with a figure demonstrating each chair's leadership perspective. Thirdly, this section will offer a summary that provides triangulation of the elements that constitute the perspectives of the three chairs and introduces the themes that emerged from the data. Fourthly, a summary of the common variables that influence the chairs' perspectives will be provided. Fifthly, this section will offer a definition of each theme in order to provide a better understanding of their use in this study. Finally, a summary of triangulated data from interviews, documents, field notes, observations, and the researcher's journal will be presented.

Martha

Figure 1 provides an illustration of Martha's perspective on her leadership role. The outside circle indicates the overarching personal traits that Martha brings to the role of chair. The broken-line square inside the outer circle indicates the variables that Martha encounters that influence her perspective on her leadership role. The inside circle indicates the elements that constitute Martha's perspective on her leadership role.

The elements that constitute Martha's perspective on her leadership role as chair are based on her career as an educator, and her interest in community service. Martha became a trustee to put the perspective of an educator on the board. Martha referred to the fact that she was a teacher throughout the series of interviews. She related some incidents that occurred with trustees and compared them to her experiences in working with elementary school children. Martha's commitment to her community was also a strong influence on her perspective. She is actively involved in the environmental issues of her community, and is an active member of a local service organization. Martha became politically involved to stop the construction of a garbage dump in the area.



Figure 1. Martha's Perspective of the Leadership Role of the Chair

Martha also ran for local office, but was not successful. Later, she was approached about running for the college board by a group of people who thought she would be a good trustee because she was an educator. In effect, Martha's term on the board is a marriage between her career as an educator and her desire to serve the community. The personal traits of the educator and the community servant provide the foundational characteristics

that Martha brings to the role of the chair, and they form the basis of her leadership perspective.

The elements that constitute Martha's perspective on her leadership role are drawn from the series of interviews that she participated in (Martha, personal interviews, April 2002), and are based on her personal traits and experiences as an educator and community servant. The elements that constitute Martha's perspective include the following: guide, listen, talk, engage, trust, check, get, convince, compromise, and consensus (Donahue, 2002y). Martha's traits as an educator are demonstrated in her comparison of the role of the chair as a guide. She stated that teachers are "the guides and they get people to look at the facts and make their own decisions." In her role as chair, Martha stated, "I feel more of a guide than anything else and they [board members] make their own decisions." Martha does not believe that her role is to tell board members what to do, but rather to create the circumstances that enable them to make the best decisions possible. To Martha, the main responsibility of the chair is to guide the board.

Martha believes that listening and talking are important elements in her role as a guide. As chair, Martha feels that she has to "listen to everybody's side" so that the board members "feel they've had input into decisions." Martha also explained that one of the functions of the chair was to "listen and report to the board." For Martha, talking is a close companion to listening. She feels that the chair should "talk to people," and "talk to others for advice." Martha added that she always "thank[ed] people for input," and tried to "give people compliments" to show appreciation for their efforts. Martha's interest in close interaction with board members is evident in the elements of listening and talking. The elements of listening and talking are skills that Martha probably began to develop

early in her career as an educator, and she has most likely continued to develop those skills throughout her career.

Engaging board members in the business of the college is also an element of Martha's leadership. Martha was pleased that her efforts produced greater participation by board members. She stated that she "read[s] body language" to determine if they have questions, and also makes sure that "they have asked their questions." She was proud of the fact that her efforts increased one board member's level of activity when she stated, "I got him involved." Martha felt that one of her important tasks was to "keep everybody actively engaged." Again, this element can be traced back to her role as an educator and her interest in being active and serving the community.

Trust is an important element for Martha, but it also puzzled her. "Trust is a hard thing to work with," she stated. Martha lamented, "there is not a lot of trust" among her board members, and she observed that in a board situation "you have to have more trust." Martha failed to understand why there is such a lack of trust. She ultimately concluded, "some people . . . just don't trust." In addition, Martha also failed to understand why some board members were reluctant to reveal their true thoughts on an issue. Martha believes that some board members allow other factors to interfere with the decision making process. Martha found that sometimes the issue before the board is not the problem, but that the real problem lay "with something behind it." In this situation, Martha has to investigate and resolve the underlying issue in order to move the board forward.

Another element of Martha's perspective is her desire to act as a conduit of information to "get all the facts," and to "make sure everyone has the facts." Martha also

perceives her role as a verifier of data, she feels that her duty includes the obligation to "check it [information] out" to make sure that it is reliable and complete so the board can make a good decision. Finally, in order to reach a conclusion to deliberations, Martha tries to "convince board members" to take a certain path, and in the event that she fails, she attempts to "come up with some sort of compromise." Her ultimate goal is to "get a consensus" among the board members and move the college forward.

The variables that influence Martha's perspective on her leadership role are emotion, agendas, personalities, and diversity (Donahue, 2002y). The emotion displayed by some board members has a strong influence on Martha's perspective. Martha stated that some board members "let their emotions lead," and "are emotional on issues" which creates problems for her in the implementation of her role and causes her to deal with the emotions rather than issues. Martha realizes that there will be differences of opinion; however, she stated, "There is a tactful way to say that you don't agree." An indication of the level of emotion that surfaced can be found in Martha's reference to the fact that the board members have been known to argue, behave poorly, and that she is subject to some "verbal abuse" at times. Emotion takes Martha's attention away from the issues and causes her to question, review, and reflect on her actions as the chair and the results she produces.

Another variable indicated in the data that influences Martha's perspective is the agendas that board members bring to the table. Martha stated that some board members "think they are administrators," or that "politics" influences their actions. Also, Martha is puzzled by board members who speak in public about "confidential issues." She believes that harm can be done to the college if sensitive information is not kept confidential and

she wants to know what purpose is served in revealing such information. Agendas force Martha to address unrelated issues rather than the matter at hand. Martha voiced her disapproval with board members who have agendas when she stated that "people do things for their own advancement." The agendas of board members disrupt the decision making process and lead Martha to question the motivations of others as well as her own position on the issues.

The personalities of the board members are a variable that influence Martha's perspective on her leadership role. Martha described the board as having an "interesting dynamic of personalities." She stated that most of the board members had served together for some time and that they "know each other too well." She noted that some like to make decisions "too fast" and others "feel they shouldn't be involved too much." Both of these issues present problems that influence Martha's actions. Martha has had to adapt to the differences of the board members in her individual relationships with them to foster thoughtful deliberation and to maintain their active involvement. Martha expressed her frustration with this process when she stated, "sometimes it has been rough, they give me a hard time." The personalities of the board also force Martha to think about her successor as chair. She stated that while she would "like to see the chair move on" to another trustee, she believes that it is a "position that you have to earn" and that "everyone is not qualified to be chair." She is actively searching for her replacement and hopes the right type of person is interested in following her as chair.

The diversity of the board offers another variable that influences Martha's perspective of her leadership role. Martha described her board as "a diverse group" and "a bunch of doers." She believes that the strength of the board lies in its diversity where

"everyone brings a different perspective." Martha is pleased that the board is comprised of "seven individuals with expertise" who are "able to bounce ideas off each other." Martha's belief in the benefit diversity brings to the board was evidenced in her statement "none of us is as smart as all of us." Martha is influenced by the board's diversity through their ability to offer suggestions, solutions, and opinions based on their experiences which, in turn, provides collective support for her as chair in assisting the board through its decision making process.

Abigail

Figure 2 provides an illustration of Abigail's perspective on her leadership role. The outside circle indicates the overarching personal traits that Abigail brings to the role of chair. The broken-line square inside the outer circle indicates the variables that Abigail encounters that influence her perspective on her leadership role. The inside circle indicates the elements that constitute Abigail's perspective on her leadership role.

The elements that constitute Abigail's perspective on her leadership role as chair are based on her roles as a mother, a volunteer, and her outgoing personality. Abigail was interested in serving on the college board because she had four children who were going to be attending the college in the future. During the interviews, Abigail compared the role of the chair to being a mother. She believed that the roles are similar in the fact that at home and at the college she was constantly attempting to create a climate where people could work with each other. Abigail's commitment to volunteer work was also a strong influence on her perspective. She is a volunteer in a local veteran's organization. Abigail believes that people should become involved in their community and volunteer their time rather than complaining that they have no voice in community matters. Abigail is also a

person who likes to interact with and talk to others. Every job that she has had since her teenage years has been in a service industry where she has close contact with customers. In her role as chair, Abigail fulfills her desire to get involved by volunteering and utilizes her interpersonal skills. Abigail also relies on her experience as a mother to help her in managing the varied personalities that she deals with her leadership role.



Figure 2. Abigail's Perspective of the Leadership Role of the Chair

The elements that constitute Abigail's perspective on her leadership role are drawn from the series of interviews that she participated in (Abigail, personal interviews, March 2002), and are based on her personal traits and experiences as a mother, a volunteer, and her outgoing personality. The elements that constitute Abigail's perspective include the following: mediate, listen, talk, involve, facts, feel, trust, and unity (Donahue, 2002s).

Abigail's nature as a mother and people person is evident when she described the role of the chair as a mediator. She stated that she tried to be "some in-between person," or a "middle person" to mediate situations that arose and reach an acceptable conclusion. Abigail's mediation was an attempt to "let them [board members] know that yes so-and-so trustee does have a difference of opinion on this matter, but that is what he or she is entitled to. We all aren't going to think alike." Abigail's perspective of the role of the chair is similar to her role as a mother in that she works with board members to balance their needs and desires within the boundaries that she has set much like she does with her children. Her outgoing personality is a tremendous asset in her effort to mediate among the board members.

Listening and talking are important elements in Abigail's leadership perspective. Abigail described her role as "having to be in the middle of everyone with different phone calls," and "talking to board members." She stated that she tries "to call all of the board members when I think that there is something important going on." Abigail also tries "to do more listening with the other board members." Abigail's personal skills and outgoing personality are evident in the elements of listening and talking.

Abigail encourages board members to become involved in the activities of the college. She strives to "get together with each and every board member," and make sure

that "everyone is involved." Abigail stated that she wanted the committee structure revised to increase board member involvement. She felt that "some board members were feeling almost left out" because they could not attend meetings. The result of her actions was that "doing it this way we have more board involvement. We have more of the trustees who are able to make these meetings. . . . This way no one feels they are missing out on anything."

Ensuring that board members have the facts related to issues is important to Abigail. She stated, "We try to make sure that they have all the facts, so when it [an issue] is presented to us as a vote we know how we're going to vote." Abigail related a story about a trustee who felt that information was being withheld. The trustee felt that "we weren't presented all of the facts on a special case." In this situation, Abigail intervened and made a special effort to accommodate the trustee, however, he would not accept the same amount of information that all the trustees received as sufficient. Abigail did her best to reach out to this trustee, but he was unsatisfied.

Abigail tries to find out what board members are feeling about matters before the board. She stated that normally she "would first converse with the other board members to see how they felt because they are in charge of the college." If she detected resistance to an issue, she "would get with them [board members] . . . and then get together with the president and say, we have a problem here." Trust among the board is a critical issue for Abigail. She stated that in previous years there was a lack of trust among the board members. "In the past, if one of the board members contacted someone else it was a secret . . . some of us were left out in the cold. It's hard to do your job . . . if you don't know everything that is going on," she said. Now, Abigail is satisfied that the new board

can work beyond these issues.

Evidence that the new board is moving ahead can be found in Abigail's statement that "we decided in the beginning that we were all going to work together." Abigail stated that the board was trying to "work together in unity." Finally, her perspective on unity can be summed up when she stated, "My vote doesn't count if it's all by itself. It's the whole board." Abigail realizes that the goals of the college can be reached only through a joint effort by the entire board.

The variables that influence Abigail's perspective on her leadership role are special interest groups, agendas, the past, and personalities (Donahue, 2002s). Three of these variables, special interest groups, agendas, and the past are very closely associated with each other. Abigail was constantly comparing the subjects discussed in the interview in terms of what had occurred in the past. The bad experiences that she has had during her term have created suspiciousness in her nature that seems to be difficult for her to overcome. Abigail was very concerned about the influence that special interest groups had exerted over the college. The influence that the special interest groups had at the college seemed to make her more determined that the board assert itself and fulfill its purpose. Abigail repeatedly stated that things had changed with the new board and that the special interest groups "had stepped back a little" from their formerly dominant role at the college. The experience she had dealing with an outside group that dominated the board has made her take the leadership role of the chair very seriously. Another closely related variable indicated in the data that influences Abigail's perspective is the personal agendas that board members bring to the college. Abigail felt that some board members "were not here in the best interest of the college." Her interest in the college was based on

the fact that her children would attend the college in the future and she questioned the motivations of others who served on the board in the past. All of these variables had influenced Abigail's perspective on her leadership role and have made her vigilant and protective of the college.

The personalities of the board members also are a variable that influence Abigail's perspective on her leadership role. There are a few board members who have presented Abigail with challenges. Abigail stated, "We have a few board members who are a little more opinionated, a little more outspoken, sometimes they like to grandstand a little bit." This type of behavior presents a problem for Abigail as she tries to bring the board together and also allow for individual personalities to emerge. Abigail wants to be a mediator, but she struggles to exert her influence as chair to control the meetings. She related her problems in running the board meetings, "We have had meetings that have lasted for four hours when it should have been maybe an hour and a half or two hour meeting," she stated. Abigail stated the problem clearly when she said, "How do you ask another board member . . . to keep the questions simple?" Abigail is a conscientious chair, but she abdicates her responsibilities to others in situations where she fails to be assertive. The dominant personalities of some board members may intimidate Abigail, which affects her ability to perform as chair.

Peter

Figure 3 provides an illustration of Peter's perspective on his leadership role. The outside circle indicates the overarching personal traits that Peter brings to the role of chair. The broken-line square inside the outer circle indicates the variables that Peter encounters that influence his perspective on his leadership role. The inside circle

indicates the elements that constitute Peter's perspective on his leadership role.



Figure 3. Peter's Perspective of the Leadership Role of the Chair

The elements that constitute Peter's perspective on his leadership role as chair are based on his sense of himself, and his role as a community servant. Peter traveled extensively through Europe and Asia which expanded his view of his place in the world.

He sees himself as playing a small part in the larger scheme to improve the lives of individuals. He believes that he has developed as an individual because of the experiences he has had, and because of the path he has chosen to follow. Peter believes that he has been fortunate in his life, and because of that he wants to give back something to others. He wants to have an impact on society and he believes that the best way to accomplish that is through his community service. Peter believes that education is the best way for people to improve themselves, and he is passionate about the community college system and its ability to help people raise the condition of their lives. Peter is not modest about claiming responsibility for the success or failure of the college. He believes that through his leadership the college has progressed and that the college reflects his characteristics because of his leadership.

The elements that constitute Peter's perspective on his leadership role are drawn from the series of interviews in which he participated (Peter, personal interviews, April 2002), and are based on his personal traits as a community servant and his sense of self. The elements that constitute Peter's perspective include the following: facilitate, guide, listen, talk, trust, information, role, wisdom, and consensus (Donahue, 2002v). Peter believes that the role of the chair determines the effectiveness of the board. He stated, "Good boards are good boards because of good chairs. Bad boards are bad because of bad chairs." Peter described the role of the chair as one of facilitation. Peter stated, "An effective chair is one who facilitates." Peter begins the facilitation process by "exploring through discussion" to discover the wishes of the board. He also believes that the role of the chair is one of a guide to the other board members. He expounded on that statement by giving an example of a board member who is unable to "fit in" with appropriate board

decorum and procedure. He stated, "He or she is not fitting in because they don't know. . . . They are doing it [improper actions] because they want to be effective, and if you can demonstrate so that they can be more effective . . . doing it this [proper] way, they will typically do it." Peter's leadership is firmly set in his belief that, as chair, his primary responsibility is to act as a facilitator and guide to enable the board to reach its full potential.

Listening and talking are other elements of Peter's perspective on the leadership role of the chair. Peter believes that the "goal as chair is to get dialogue from my colleagues to stimulate deliberation." He stated, "The biggest challenge in my approach is to get people to express themselves." He wants to "get their [the board's] opinions on the table and help them facilitate their discussion." Peter accomplishes this through creating "a safe, encouraging environment." He believes his method "can get more people to . . . talk about their ideas." Peter also stated, "People know I listen." He believes that it is important that the board and the staff know that he is open to suggestion. He stated, "I may not agree with them, but I will always listen . . . and I pursue their ideas." Peter's open approach is the key to his role as a facilitator.

Trust is an element of Peter's leadership perspective. The board members had gone through a period where they were divided over issues that led to a feeling of mistrust. Peter believes that "when the chairman is doing his job . . . there is trust on the table." However, he also added, "many times people hide their decisions in a smoke screen then it is the chairman's job to flush out where they are coming from." Peter believes that "everything we do is based on trust." He also believes that the board is recovering from the period of mistrust and through his leadership the board is rebuilding

trust into their relationships.

Peter strongly insists that he is kept informed about events at the college. "There cannot be anything that ever happens in the institution . . . that I don't know about," he stated. Peter looks upon his role as chair as the "funnel of information" between the administration and the board. His desire for information also extends to the other board members. Peter insists that the board members have the information they need to make decisions. As chair, he believes in preparing the way for decisions to be made by "influencing the way things are introduced." Peter stated, "I am always looking for background information so that everyone gets informed." Peter believes that a chair should not allow a decision to be made by the board if "there was some background information that your board didn't have."

The role of the board members, and particularly, their level of involvement, is a concern to Peter. He stated, "There are probably only two of us who take on our role . . . it's part of who we are." Peter lamented that many times decisions were made when there were a few board members missing. He believes that the decision-making process is "weakened when there are . . . people not there." Peter would like a board that is more active. He wants board members who are as dedicated to the institution as he is; "my self-identity is so engrained with [the college], I live it." Peter believes that when he eventually leaves the board that he will continue to have a relationship with the college because of his many years of service and the part he has played in its development. He has doubts that other board members will do the same once they leave.

Finally, Peter believes in what he called "the wisdom of the group." He believes that the board makes its best decisions when it comes together in the best interest of the

college. Peter also stated, "There is an incredible amount of creativity in people." His role as a facilitator is to bring out the creativity in individuals, and incorporate it into the collective wisdom of the board through facilitating the decision making process. The process is not an easy one because there are always disagreements. Peter stated, "Disagreements are healthy. It's how people deal with disagreements that is unhealthy." The role of the chair, according to Peter is to bring the board together in one voice on an issue. "I think a chair's incredible responsibility is developing consensus," he stated. Peter uses his skills as a facilitator to bring the group together in consensus and in doing so the board realizes its collective wisdom in the decision making process.

The variables that influence Peter's perspective on his leadership role are experience, agendas, diversity, and parochialness (Donahue, 2002v). Peter believes that his experience as a long-term board member serves the college well as a source of continuity. He fears that the inexperience of board members will affect the college. "Half of my board has less than three years experience," he stated. Peter believes that when new board members come to the college, it affects the dynamics of the board. Peter stated, "Every single time there is a board member change . . . you have a whole different board. The addition of new board members presents a problem in that, as chair, Peter has to again begin to create a group out of seven individuals.

Another variable that influences Peter's perspective on his leadership role is the agendas that board members bring to the college. Peter indicated that he had dealt with many board members who came with agendas. "I have seen board members who think they are coming on with an agenda. All you have to do is show them the good of the institution and their agenda gets blown to the wayside real quick," he stated. Agendas

affect Peter by distracting him from the college business he should be attending to and forcing him to address the agenda before moving on to other business.

Diversity is a variable that also influences Peter's perspective. He accepts the diversity that the board members bring and welcomes more diversity. For Peter, diversity has meant geographic representation from several areas of the communities that comprise the district. "If I could construct a board, I wouldn't have two trustees coming from two of the same communities," he stated. Diversity has also meant racial inclusion for Peter. Peter felt that there could be greater racial diversity on the board, "I think we've got some good diversity on the board. We don't have enough Hispanics, that's always been troublesome to me." Peter feels comfortable that his board is solidly middle class and that its majority is comprised of females.

The final variable that influences Peter's perspective on his leadership role is parochialness. Peter's background includes extensive foreign travel that he credits with creating his view of the world and his place in it. Peter is troubled by the fact that so many of his board members limit their experiences to the surrounding community. He believes that his board would be much better if he had "eight board members who would be active in the state and in the nation." Peter believes that if his board members adopted an expanded view, it would help create "the best board there was." The limited perspective of some of his board members frustrates Peter, but it also gives him additional incentive to be an effective chair to expose those board members to the world beyond their community.

Summary

This section will provide a summary of the data, triangulate the elements that constitute

the perspectives of the three chairs, and introduce the themes that emerged from the data. This section will continue with a summary and table of the common variables that influence the chairs' perspectives. A definition of each theme will be offered in order to provide a better understanding of their use in this study. Finally, a summary of triangulated data from interviews, documents, field notes, observations, and the researcher's journal will be presented.

The elements that constitute the chairs' perspective on their leadership role have been developed from patterns of categories (see Appendix L) and are presented as six specific themes. Table 1 provides a visual summary of the elements and identifies the themes that have emerged from the data. The themes that emerged from the elements are facilitation, communication, information, participation, expectation and collaboration. Each of the three chairs described the role of the chair in terms of an intermediary to help resolve issues before the board. During this study, the chairs used many terms and examples to describe their perspective, but primary among them were guide, mediate and facilitate. This theme will be identified as facilitation. Facilitation is the major theme identified in this study that constitutes the perspective of the chairs on their leadership role.

Listening and talking are closely related to the major theme of facilitation as methods used by the chairs to keep in contact with the board and the administration. This sub-theme of facilitation is identified as communication. The chairs also were concerned about the role of the board members and their level of engagement and involvement in the activities of the college. This theme is identified as participation. The chairs expressed interest in providing access to data by checking and getting facts and

Table 1

Summary of Elements that Constitute the Chairs' Perspective on Their Leadership Role and Identification of the Themes

Elements	Participants			Theme Identified
	Martha	Abigail	Peter	
Guide	x		x	Facilitation
Mediate		x		
Facilitate			x	
Listen	x	x	x	Communication
Talk	x	x	x	
Engage	x			Participation
Involve		x		
Role			x	
Check	x			Information
Get	x			
Facts		x		
Information			x	
Trust	x	x	x	Expectation
Feel		x		
Convince	x			Collaboration
Compromise	x			
Consensus	x		x	
Unity		x		
Wisdom			x	

information to the board members so that they were able to make informed decisions.

This theme is identified as information. The chairs felt that the issue of trust among the

board members, and their inability to honestly express feelings and opinions were elements that they had to deal with in their leadership role. This theme is identified as expectation. Finally, the chairs felt that their role included the responsibility to unify the board and attempt to bring them together through providing convincing argument, brokering a compromise, or developing consensus that would lead to achieving a collective wisdom in the decision making process. This theme is identified as collaboration.

The variables that influence the perspectives of the chairs on their leadership role are summarized in Table 2. While the variables at each institution depend on the circumstances and dynamics of each college, there were three common variables identified by the chairs. Those variables are agendas, diversity, and personalities. Each chair was concerned with board members who brought a personal agenda to the board. The chairs felt that board members who had personal agendas drew attention away from the true business or mission of the college. The personal agendas of board members also distracted the chairs by forcing them to deal with the agenda before other business of the college.

Diversity was another variable mentioned by the chairs. Here, the chairs felt that diversity was a positive factor. In this study, the variable of diversity included many different definitions. Diversity included the expertise brought to the board by the varied occupations of the board members. Diversity included the geographic representation of the district, and the racial and gender composition of the board. Diversity also included the varied socio-economic representation of the board. Finally, personalities emerged as a common variable that influenced the perspective of the chairs. The personalities of the

board members could help or hinder the chair. Naturally, the chairs tended to focus on the individuals that disrupted or interfered with their leadership role.

Table 2

Summary of Variables that Influence the Chairs' Perspective on Their Leadership Role

Variables	Participants		
	Martha	Abigail	Peter
Emotion	x		
Agendas	x	x	x
Diversity	x		x
Personalities	x	x	
Special Interest Groups		x	
Past		x	
Experience			x
Parochialness			x

The themes that constitute the chairs' perspective on their leadership role of the chair have been identified as facilitation, communication, information, participation, expectation and collaboration. In order to understand how these terms will be used in this chapter, the following definitions are provided:

Facilitation – A positive action intended to improve progress in resolving an issue.

Communication – A direct verbal or written interaction.

Information – Written or verbal facts or data.

Participation – An active engagement in activities.

Expectation – An individual's thoughts or convictions.

Collaboration – A meeting of the minds to achieve a goal.

A summary of the triangulated data used as evidence to support these themes is presented in Table 3. The data compiled in Table 3 is derived from the interviews of the chairs, presidents and trustees, documents, field notes from observations, and the researcher's journal. Table 3 indicates that the major theme identified in the data is facilitation. Facilitation is the overarching theme describing the leadership role of the chair. The data also indicates the emergence of communication as a sub-theme of facilitation. Communication is the means used by the chairs in their role as facilitator. Each of the participants interviewed in the study identified the themes of facilitation and communication as important to the leadership role of the chair. In addition, the interviews were supported by other data in the form of field notes from observations or the researcher's journal notes.

Other themes drew strength from the individual colleges based on past and present situations. For example, Table 3 indicates that information is an important factor at Washington and Jefferson, but is not an important factor at Adams. Participant interviews at Washington and Jefferson indicate that information plays a vital role in board interaction. Conversely, participation is displayed as a matter of significance at Adams and Jefferson, but not at Washington. Expectation is a concern of most of the participants at all three colleges, and due to its occasionally hidden nature there is little supporting evidence in the form of documentation or notations. Finally, collaboration is a concern that is limited to those at the level of the chair and the president. This fact does

not seem unusual given that the chair and the president are primarily responsible for the institution.

Table 3

Evidence of Themes Emerging from the Data

Theme	Colleges		
	Washington	Adams	Jefferson
Facilitation	1, 2, 3, 5	1, 2, 3, 5	1, 2, 3, 5
Communication	1, 2, 3, 5	1, 2, 3, 5	1, 2, 3, 5
Information	1, 3, 4, 5	1	1, 2, 3, 5
Participation	1, 2, 5	1, 2, 3, 4, 5	1, 2, 3, 5
Expectation	1, 2	1, 2, 3	1, 2, 3
Collaboration	1, 2	1, 2	1, 2

Key: 1 = Chair Interview, 2 = President Interview, 3 = Trustee Interview
4 = Documents, 5 = Field Notes/Journal Notes

Analysis of Themes Identified from the Data

The analysis of the data will be presented through the use of a series of vignettes and a composite chair. A composite chair has been created based on the characteristics of the participants in the study and the issues that were brought forth in the data collection process. The composite chair will be employed in a series of vignettes as a means to identify and analyze the themes that have emerged from the data as elements that constitute the perspective of the chairs on their leadership role and the variables that

influence their perspective. A description of the composite chair will be presented followed by an analysis of the themes identified from the data.

The Composite Chair

The composite Chair of the Board of Trustees of Consolidated Community College will be identified as Connie. Connie is a professional woman who has served on the board for two terms. She is married and has three children. Her oldest child just graduated from a university and her youngest child is still in high school. Connie holds an undergraduate degree from a regional university. She is working on an advanced degree in her field. Connie is also involved in a local volunteer organization. She sought election to the board because, as a mother of school age children and as a person involved in the community, she is interested in the educational opportunities offered to the community. Connie is a mature and confident individual who is enthusiastic about the college and the impact it has on the lives of people in the community.

Connie wanted to become the chair to raise the board above its past conflicts and bring it together with the president to focus on setting and achieving goals for the college. She realizes that hard decisions have to be made about academic programming, student activities, and meeting the demands created by growth in the district. Connie also knows that the board will have to assess the financial state of the college and prepare to seek a referendum and increases in tuition, or face the possibility of cutting personnel and programs. She believes that she possesses the qualities needed in a board chair to work in partnership with the president, to set a tone of professionalism in board decorum, to provide an example for new board members on proper boardsmanship, and to be a spokesperson and tireless advocate for the college. Connie characterizes her leadership

style as participatory, which to her means that she will act as a guide to assist the board, a mediator to help transcend conflict and promote interaction, and a facilitator to maintain board efficiency while developing consensus.

Connie characterizes the current board as in a transition period. The board is recovering from a period dominated by a lack of trust among board members. The lack of trust was born out of a misunderstanding, the emergence of the personal agendas, and interference from outside influences that resulted in many split votes by the board all of which damaged the reputation of the college. Connie believes that the strength of the current board can be found in the diversity of background that each board member brings to the table. The expertise of each member adds to the variety of opinion that fosters dialogue. Connie also stated that some of the board members are more active than others, but they are all positive in their outlook on the college.

Analysis of the Themes Through a Series of Vignettes

The following analysis will describe and explain each theme as it relates to the perspectives of the chair on their leadership role. In this section, the definition of the theme will be restated followed by the presentation of the vignette. Each vignette will describe an issue that Connie, the Chair of Consolidated Community College, has encountered. The series of vignettes will address each of the six themes presented in this chapter. Each vignette will be followed by supporting data that has been drawn from interviews with the participating chairs.

Facilitation

For purposes of this study, facilitation is defined as follows: A positive action intended to improve progress in resolving an issue. The following vignette illustrates the

theme of facilitation.

Consolidated Community College – The Academic Plan, Part I

Consolidated Community College is considering a significant change in its academic policies that would impact students, faculty, and staff. The proposed plan has produced considerable tension with two board members because misleading and partial information was leaked to some board members before the proposal was finalized. Connie had been called by two board members who are complaining about what they have heard from faculty and staff about the plan. In order to satisfy the board members, Connie met with the president to discuss the plan. She, as chair, was aware that the administration was considering proposing a new academic plan, and she also knew that it was not ready for presentation to the board. Connie told the concerned board members that she will confirm with the president that the plan is still in development. She also reminded them that input from the board will take place at a committee meeting before the plan is brought up for a vote before the whole board. The board members were appeased by Connie's assurance that their voice will be heard before action is taken. Later, at the committee meeting, the new academic plan was presented and discussed by the board. Each board member who was present was able to express his/her thoughts and opinions on the issue in a rational manner because of Connie's earlier actions.

Supporting Data

At Washington Community College, Martha related a story about how she facilitated with a particularly contentious issue at a meeting and how she resolved the matter.

We had a very difficult meeting Monday night for the finance. Time flies when you're having fun. Monday night was finance . . . the one man was dead set against it [an agenda item] to the point that when I asked him a question he said, "You know it's the fourth time I've said it," and I said, well I guess I haven't had it clear. Could you explain it again? He said, "Okay lady." And I said, look you need to back off and you need to think about what you're saying. I said I'm the chair of the board. I'm a person, you need to treat me as a peer. And he said, "I apologize" and he called me "Madame Chair" and he did explain it one more time. He said, "I'll do it again if you need it." So, that type of stuff, you know that he's being angry and he's frustrated, obviously because he believes what he's pushing is correct. He has no doubt and I understand that. But, I need more clarification because I'm not sold on this whole idea. So, after he did his explanation I thanked him and I said does anyone else have any input? We had more discussion you know, more questions more discussion. Mr. [X] who's our financial CEO talked, I mean our treasurer, talked a little more. We asked him

some ideas, you know what was said here, what was said there, how was this said, what's the answer to this question- that question. That's what I mean. Sometimes people get very emotional without being super-rational because they want this done and they want it done now because we're wasting money. . . . The swipes . . . were confusing as to what the meaning of them were. And so the next day I talked to the lawyer and asked him some questions. I talked to the CEO for finance, asked him a few questions. And I called the man and I said you know, you had some very good points last night. And I said I didn't agree with how you presented them. I said I want you to know that we have asked the representatives to come back and do a presentation because obviously there's a lot of questions. And I thanked him for his input and I said you know I don't know which way the vote's going to go. I said whatever the vote is, we will support it. I said but we need to be a little bit cooler in those meetings and we need to just present facts.

Abigail spoke about her use of facilitation to prepare the board to avoid contention at the meetings at Adams Community College.

Usually, the president and I get together quite often and discuss things about what may be brought up at the next board meeting or possibly the next few board meetings. And ahead of time I try to get with other board members and see how they feel about different issues before it's kind of thrown at them at a board meeting and then they may have questions. They're not sure, they don't want to vote on it right away because they're not sure, you know maybe we don't have all the facts. We try to make sure that they all have the facts. So, when it is presented to us as a vote we know how we're going to do it.

Abigail added that she is willing to give the board the time it needs to make the decision, but she will also press the board for a decision when necessary.

I would stress about how important it is, even if we need to wait a few months till we get all the facts on it. But to remember, what is our goal here? It's for the college and the community, of course, because we were elected by them. But, let's make sure that if it is something that is in the best interest of the college, let's go ahead and do it. . . . If it was something that I felt that we really needed I would have the president talk with the other board members as well as myself. I would have our vice presidents have discussions with them about how important it would be to the college, what would the benefits [be], and we would have to convince them of the importance.

At Jefferson Community College, Peter specifically spoke about how he views facilitation as a role of the chair.

My view is that an effective chair is one who facilitates and that is the important word, who facilitates great board dialogue. Good boards are good boards because

of good chairs. Bad boards are because of bad chairs, my opinion, my opinion. When I am a trustee not a chair, I am very forward with my opinion and participating in discussion and steering the board to where I think it should go. When I am chair I do none of that. . . . I don't express my opinion on matters unless I think that the board is going in a direction that is completely negative, I will let the board go where it wants to go. Where I am more interested in my goal as a good chair is to get dialogue from my colleagues to stimulate deliberation without ownership. You get all of these ideas on the table, then none of the ideas, I use the expression, have their name on them, in invisible ink written behind it. Then everyone throws their ideas out freely and as a group we mold all of these ideas and come up with a decision that is good for the institution. It is not what I want to have decided, but what they want to have decided. My job is to get their opinions on the table and help them facilitate their discussion.

In summary, the role of the chair is primarily one of facilitation. The chair has to be able to deal with several board members who have differing opinions on issues and find a method that allows them to express their interests and opinions on important issues before the board. The chair is also the primary facilitator between the board and the president's administration. One of the reasons that a good relationship between the chair and the president is important is because of situations like the one described in the vignette where Connie found that she could easily discuss the issue with the president and then assure the board that its role would be respected. A situation like the one Martha encountered is unfortunate; however, the chair must develop the skills needed to deal with difficult board members. In the vignette, Connie followed the example that Abigail and Peter gave in preparing the board for the issue and allowing free discussion. Abigail and Peter's method of preparing the board for the issues reduces the possibility that there will be unnecessary distractions from the important matters before the board.

Communication

For purposes of this study, communication is defined as follows: A direct verbal or written interaction. The following vignette illustrates the theme of communication.

Consolidated Community College – The Academic Plan, Part II

During the committee meeting to discuss the proposed academic plan, Connie finds that there is tremendous interest by the board in the topic. She is pleased at the level of discussion by the board members and the administration's ability to respond to the questions that have arisen. Connie notices that one board member is dominating the discussion and that another is not engaged in the discussion and seems distracted. Connie waits for an opportune time and interjects. She tells the board member who is dominating the discussion that she would like to hear from the other board members before the meeting concludes. She asks each board member to give an assessment of the plan. Connie is also taking an informal poll of the board to flush out any lingering issues that could come out later. Most of the board members state their opinion on the subject. The board member who was not participating has not spoken up. Connie asks her for her opinion. The board member stated that she was not prepared to state her opinion and that she was still unsure because of the previous reports she had gotten earlier. Connie was about to ask her to explain. Then it happened, and Connie was unprepared.

Supporting Data

At Washington Community College, Martha makes sure that each board member has the opportunity to communicate their opinion on an issue.

I want to make sure that every single person has had the opportunity to say something. If they choose to say nothing they've had the opportunity. I can't control that. But, I think it's important for everyone if they know that that's your plan, if they've seen that time and time again that you will ask, they will formulate an opinion. By formulating opinions sometimes the complaints fall to the background, there's less of a chance to complain.

Martha began to use this technique after she failed to ask the board for their opinion on an issue at a meeting.

I found out at one meeting, a construction meeting, that nobody made a comment. The complaints were incredible after that meeting. I thought this isn't going to happen again. Every single person will make a statement. Even if it is, "I'm not going to comment on that because I don't know what I think at this point." It's a statement, and they're thinking.

At Adams Community College, Abigail communicates with the board members to stress the importance of their role. "I try to call all of the board members when I think there is something important going on and talk to them about it first before we bring it to

a meeting." At Adams, however, there are still some lingering effects of the past board. Abigail stated that all board members are not always receptive to her calls. "Sometimes I get someone's voicemail or answering machine and they don't return the call. That's fine, at least I have made my effort to say I did what I did. Usually, they will hear it from someone else."

Abigail feels her role is to create an atmosphere of harmony.

We are all trying to work together in unity. Instead of, we are still going to have our differences, but I try to be the middle person. And I have had numerous phone calls from different board members on different issues and I try to work with them. They may have felt, with other board members they have a difference of opinion, so I just try to, instead of letting it escalate, I try to keep it at one level and work on these people whether it is an individual or three or four of them. I try to work with them. Let's remember what our job is here. Let's all try to work together.

Abigail also draws on the past history of the college to focus the board members on their role.

I try to remind them of how things used to be when I was first on the board. Some of them weren't here at the time. But they have heard different things that had happened in the past with board members not getting along. And I said, it looks like we need babysitters here or something. So, I try to let them know that yes so-and-so trustee does have a difference of opinion on this matter but that is what he or she is entitled to. We . . . aren't all going to think alike. You can't have seven people, and we may vote yes on a certain issue for different reasons. Some of us may vote no on certain issues, but that is what we are entitled to. We don't all have to say yes because this is the recommendation of the president. Usually, we do because we have a great president to work with, but I just try to keep everyone getting along. We don't have to like each other, but let's deal with it.

At Jefferson Community College, Peter spoke about the different types of chairs and his feeling on the importance of communicating with the board.

Okay, historically, there are two kinds of chairs, typically, an over-controlling chair and under-controlling chair. Obviously, the over-controlling chair is the chair who wants to be boss and have everything that he wants to have done his way and he is in charge. He determines even tiny details. The under-controlling chair is one in which he does nothing. He just sits there and calls votes. And that's

not a leader. Both of them leave an incredible void because people essentially know where they want to go, they just don't know how to get there. And that's why a chair who acts as a facilitator can be so potent. First of all, everyone loves to, generally people like to talk. If they know that the environment is a safe, encouraging environment you can get more people, more and more to talk about their ideas and that's what a chair has to do. As you've seen from the way I run meetings I avoid talking about my opinions. I want meetings to be people talking about their opinions, their thoughts. When I see an opportunity to let people brainstorm, to free flow, I let it go. I never miss that opportunity.

Peter believes that through communication the best that board members and others have to offer will reveal itself.

I think there's an incredible amount of creativity in people, and when I see an opportunity, when I see creativity coming out, I stop everything and just let that person come forth because every person has something to add. Every person has something to add. . . . My student trustee, every time I get a student trustee I work hard. Come on, I want to hear from you. You have a vital role. And the moment that student trustee knows that I respect her opinion, she speaks. When the faculty rep, when one of the cabinet vice-presidents, when the support staff rep knows that I respect their opinion it's easy getting them talking. They don't have to worry about making a mistake. Nobody makes more mistakes than I do. This isn't a, we don't make mistakes. This is an issue of we're trying to move things along. Everyone jumps in. That's part of my style, too.

In summary, the board will not be able to arrive at a well thought out decision if there is poor communication between the board members, or between the board and the administration. In the vignette, Connie realizes the importance of good communication. At the committee meeting there is an atmosphere of openness where the board members feel free to ask questions in order to completely understand the issues placed before them. Connie has followed Martha's strategy in seeking out board members who have not expressed themselves on an issue and directly asking them for their opinion. She also has politely cut off the dominating board member to allow others who are less aggressive participate. Connie wants to achieve the type of brainstorming that Peter desires for his board. But, she may be afraid that board members who do not express themselves will

wait until an opportunity arises to make the most use of their criticism. Since her board is in transition, like Abigail's board, Connie knows that the board really needs to continue to communicate if they are going to continue to learn to trust each other and overcome past problems.

Information

For purposes of this study, information is defined as follows: Written or verbal facts or data. The following vignette illustrates the theme of information.

Consolidated Community College – The Academic Plan, Part III

At the committee meeting to discuss the proposed academic plan, Connie was seeking input from the board member who was not participating in the discussion. The board member stated she was not ready to offer her opinion when the faculty representative asked to be recognized. The faculty representative voiced strong objection to the plan and stated that the input from the faculty has been ignored. Connie is unsure about what to do. She has been assured by the president that all internal constituent groups were included in the discussions and that there was general agreement on the proposal. The board member who until now has had no opinion asks to be recognized. The other board members look uncomfortable. Connie turns to the president for a response. He fumbles the question, and states that there are still some issues that have to be resolved with faculty. Connie reminds the board that this is still only a committee meeting, and if there is the need for further discussion or information that the administration will complete the process before final consideration by the board. One of the board members, the one who had no opinion, asks a few questions about the information they should have concerning the faculty objections. But, because of Connie's statement, another board member interjects and asks Connie to direct the administration to do some further review and consultation with the faculty.

Supporting Data

At Washington Community College, Martha related a story about how she was caught unaware of the majority of the board's sensitivity on information about an issue and how it affected the outcome of the issue.

I'm not sure what our real concerns are, what their real concerns are sometimes as to what a passing comment is because I've been caught off-guard a few times with that, misread what was going on. One of our young trustees was offered an

award through the college and the college spent a lot of time doing research on it. When it came to the board for approval I knew they weren't going to approve it, . . . so I went to different people and said, what is your question about this? "Well, we weren't consulted when this was established. We weren't consulted and told that he was going to be a nominee." I said, okay if he was a nominee would you have a problem with him being it? Why do you need more research on what his background is and his criteria for being chosen? I said, Thursday night . . . I'll have that information available for you, then you can decide if you want it or don't want it. I did the research and found out we had never been told who the nominees were before the finalist was chosen—ever. They were only upset because it was one of our own and we didn't know about it, okay, fine. . . . I talked the team into letting us look at it [the criteria for selection]. I asked him [the trustee] if he'd mind if the board saw his background and why he was nominated. He said, "fine." So, we got to the board meeting, got to that, it was pulled off the consent agenda the nomination for the . . . award. And when we got to do it, it got tabled. Well, I never expected that. And I was like, okay, now what do I do? I had all these people do this research. How do I get their questions answered? And then I remembered, if something is tabled but not deferred to a certain date you can bring it up at the same meeting. . . . So, we got to the end . . . and I said I need a motion to remove this from the table so information can be presented. It didn't pass. There are four people that made a decision. They didn't want him to have that award because they felt they didn't have enough information, and they were not willing to listen to the information that night.

At Adams Community College, Abigail talked about the importance of board members feeling that the information they receive is accurate.

Right now we have a few board members who are not happy with our attorney group. . . . They [the board members] have no legal background. That's why I am trying to get more information from them. I said, if you are not happy with the recommendation, why? Give me an exact reason why. . . . Actually, the complaint . . . was he [the board member] said that we weren't presented all the facts on a special case. And I disagree with him because I was there. And I remember how they explained the facts. I talked to the president about this and he said that yes we were given all of the facts. It was right there in black and white, but his claim was that we weren't given all of the facts, so why were we doing what we were doing.

As chair, Abigail felt obligated to take some action to help this board member feel more comfortable about the information the board received, but in the end there was no solution to the issue that would satisfy the board member.

Well, I went to the president first and he had also gotten a phone call about not receiving all of the facts. So, I talked with him first, then I went board member to board member. And this was the only person who claimed that he wasn't given all of the facts. The rest of us all agreed. . . . I try to talk with them and ask them why do you feel that you weren't given all of the facts, when I feel I was given all of the facts. . . . This person, this board member even talked to the president and said he [the president] felt the same way. And even the president was like myself, why do you feel you weren't given all of the facts? He just feels that in different cases the attorney doesn't give us all of the facts. And like I said after speaking with other board members, no one else has a problem with our attorneys. We have had them for at least 6-7 years and we have never had problems with them at all. They are a very reliable attorney group.

At Jefferson Community College, Peter spoke about the meeting agenda and how it is designed for his inexperienced board to obtain the most information available so they can focus on policy decisions rather than consent agenda items.

We have part of the meeting that is administrative consent. We have the next part, administrative action. Then we have policy consent and then policy action. I think, first of all I do that because I think that words are powerful. I think a board needs to realize that when they are doing an administrative consent item, do they really want to talk about this consent item for 40 minutes. Hopefully, because it is in the consent items and an administrative matter, they are not going to spend that much time on it. So, therefore the bulk of our time is spent in the policy action items. We had a discussion recently on the marketing of the college. I had a marketing professor come to speak to us for about 15 minutes. So many people don't know what marketing means. What is unique about marketing a service organization? We are a service organization. How is marketing of a service organization different from marketing of a product, hard goods product? I am able, as chair I can influence the way things are introduced, and as I would like it. It becomes a better approach because people are more informed. I would not do that if I had had, if the vast majority on my board had lots of experience on the board. Because of course they know what marketing of an institution is. But because they don't, I am always really looking for background information so that everyone gets informed. I don't ever, if I would ever have a situation where we were dealing with something and someone says I don't know what we are talking about or I don't know anything about this. I would take it as a personal, Peter how could you dare let this decision get put on this table when there was some background information that your board members didn't have.

In summary, information or the lack of information can be a major source of contention among board members. It can also cause a strain between the board and the

administration if board members believe that information critical to their decision-making process is being withheld. In the vignette, Connie has misread the feelings of one of her board members on this issue. Like Martha, she seems to have been caught by surprise. Connie is aware of the danger this type of incident can trigger because one of her board members feels that information is being withheld, the trust that recently has been established between the board members will dissipate. Also, Connie does not know if there is sufficient information to supply the board about the faculty objections without undercutting the authority of the administration. So, she seems to be in the same situation that Abigail faced with a board member who felt he was not given all the facts. One board member saved Connie by interjecting and asking that the plan be sent back to the administration for review. But, as Peter observed, Connie has to make sure that the board is comfortable when making a decision. She must be careful to avoid letting the board make a decision without having all the necessary information provided for them.

Participation

For purposes of this study, participation is defined as follows: An active engagement in activities. The following vignette illustrates the theme of participation.

Consolidated Community College – The Academic Plan, Part IV

The administration has completed its review and is ready to bring the new academic plan to the board for discussion and a final vote. Connie has called each board member personally to ensure that they have received the revised information from the president. She also asks if they need any other information to be able to make the decision. Connie is seeking to discover any lingering problems so that they can be addressed before the meeting. The board member who has not stated her opinion on the issue has not gotten back to her. Another board member has stated that he is not sure he can support the plan. The president has assured Connie that all constituent groups have signed on in support of the plan. The faculty has reluctantly agreed to support the plan with some reservations. The board meeting begins. One board member who Connie counted on to support the plan is not in attendance. Connie has only four solid votes to

pass the new academic plan. She must decide whether to allow the vote to pass on a possible split vote, or ask the administration to withdraw the plan until the next meeting.

Supporting Data

At Washington Community College, Martha was puzzled by some board members' lack of participation in discussion.

[I] make sure everyone has the facts in front of them. [I] make sure they've asked their questions or thought about their questions before we get to that meeting. I've seen times where we've had a meeting, had everybody there that could answer those questions and they [board members] don't ask the questions until we've left. So, why does that happen? That's wrong, but I've seen it happen a couple of times. Then we'll all go out to dinner and they're asking all these questions. Well, the opportunity's passed. Either go back and ask your questions or be quiet about it because you passed up your own opportunity.

Martha found that she had to be very attentive to the subtle signals sent by board members to determine their comfort with an issue and that she literally had to force board members to participate, even if they have nothing to say at the moment.

I'll say to the student trustee, do you have something else you'd wanted to add on that issue? You kind of have to read the body language and see if they really want to ask something because there might be someone there who's really looking like they're thinking, thinking, thinking but for some reason they're not asking that question. . . . I try to get everybody. Last night we went around the board and I said, okay, we're going to get a consensus now. [Pat], you start, or whoever's sitting on that end, or on this end. [Joe], you start. What's your opinion? What do you think? What's your read? Okay, [Mary]. I won't let anybody skip, and if they skip I'll come back to them. Would you like to say something now? So everyone's had an opportunity to do their input. I will skip myself until the end. Someone called me on that once. I said, well I think it's good to get everyone else's input first. Then I'll give you my opinion. There's no secret here. I'll tell you what I think.

At Adams Community College, Abigail stated that her board was concerned about participation and that they were in the planning process to redesign their committee structure to meet the desires of the majority of the board.

Actually, what we are trying to do is, we had a workshop five weeks ago. And we decided that we have all of these committees, the finance committee, building and grounds, the advisory committee. And what we decided is that instead of having all of these committees that we would combine all of them together and once a month before our regular board meeting. . . . Let's have a workshop where all of the trustees get together, the president, the vice-presidents and let's talk about what we would talk about as finance committee, as building and grounds, . . . as advisory committee. And that way everyone is involved. Before with our committees there would be two or three persons on this committee and two or three persons on that committee, they would have their meeting and would bring it before the board at the regular meeting and they would discuss and tell us everything that they did at their committee meeting. Then you would have the other committees do the same. So we decided why not put all of the committees together.

The reason for the change, according to Abigail, is to increase the flow of information and to provide increased participation of the board in college matters.

I think some of the board members were feeling almost left out like they were missing something. Because if they couldn't possibly make the committee meeting... maybe they had something they wanted to discuss and they couldn't go because they were in school, or maybe it is their job, or maybe they are in Washington on college business. So, we thought that if we started these workshops and these are new, we only had one workshop so far. But, what we are trying to do is have a workshop once a month to discuss everything, all of these committees together.

Abigail believes that the new format will make a better board through greater participation.

I think that with doing it this way we have more board involvement. We have more of the trustees who are able to make these meetings which were not every month of course. This way we have one meeting and we all agree on a date when we are all going to make it. That way no one feels that they are missing out on anything.

At Jefferson Community College, Peter believes that participation has a larger scope than simply attending the monthly board meetings. He also believes that by missing the importance of this experience a board member fails to become the best they can be.

My opinion is that the very best community college trustee is one who believes in the mission of community college, generically, believes in the mission of their college, specifically, is so invested in the good of the institution that basically is a twenty-four-seven kind of person, okay. . . . We have only two board members who are like that. We have got, the other board members are for example, I have got two, three, I have three board members who, well two of the board members have been on the board five years and they've never done anything outside of coming to board meetings. They've never gone to ICCTA. They've never lobbied. They've never gone to ACCT meetings. They've never. The only way they know words like boardsmanship, or any of these things that come out in some of these sessions is if [Joseph] and I talk about them.

In summary, without active participation by all board members, there is little chance that a true consensus can be reached. There is a difference between reaching consensus and having enough votes to pass an agenda item. In the vignette, Connie has attempted to engage the board members in dialogue by calling each member before the meeting to ask about their concerns on the issue. So, like Martha she has given each board member the chance to express their pleasure or displeasure on the issue. However, Connie cannot force a board member to think, speak, or act. Therefore, she is in the same situation as Abigail where a means has been provided by which the board members have the opportunity to come to participate, but again, she cannot make them attend a meeting. Finally, Connie can't understand why some board members fail to show up at meetings. She, like Peter, lives her role as a board member and is frustrated by her colleagues who are not as committed in their service to the college.

Expectation

For purposes of this study, expectation is defined as follows: An individual's thoughts or convictions. The following vignette illustrates the theme of expectation.

Consolidated Community College – The Academic Plan, Part V

The meeting agenda moves quickly through the minutes of past meetings and a few presentations before it arrives at the section on new business. Connie is

relieved to see that her missing board member has finally showed up. She now has seven board members at the meeting to make a decision. Connie entertains the motion for the board to approve the new academic plan. The motion is seconded. Connie calls for discussion. Two board members speak for the adoption of the new academic plan. There is an uncomfortable silence in the boardroom. Connie begins to ask each board member to comment before the question is called and the vote is taken. The board member who didn't return Connie's call speaks next. She states that she is not in favor of the new academic plan. Connie asks her if she would share her reasoning with the rest of the board. The board member states that her opposition to the new academic plan is based on her belief that the college administration should be focusing on the recruitment and retention of qualified faculty to attract new students rather than tinkering with the academic plan. Connie asked her a few follow up questions to discover that the board member thought that increasing qualified faculty would increase standards where the new academic plan may lower standards. The discussion continued.

Supporting Data

At Washington Community College, Martha has found that on some occasions she has had to delve into a board member's expectations to get at the real reason for their actions.

Sometimes people demand things not knowing what had been done previously so you have to get the history on whatever the topic is. Then you have to find out what you did before, what worked, what didn't work, why it didn't work. Find out what the real issue is because sometimes when a person on the board asks a question, that's not what they're having a problem with. They're having a problem with something behind it.

Martha told of a board member who had asked the administration for monthly reports from every department to be delivered at the board meeting. She had to speak with board member to find out exactly what he wanted. She found out that it had nothing to do with the reports, but rather he was unable to find the information he thought was necessary to make a decision.

He felt he wasn't having enough information. Well, why are you uncomfortable, really? What kind of information do you want? And in fact, it was there but it wasn't listed the way he felt comfortable with. So, we didn't do anything that he really wanted, [or] that he proposed in the beginning. But, by showing him what could be done and what still is legal, and what can be presented, and what we've

done before, he felt that he got his question. He felt more comfortable. So, I got him involved. While he got nothing that he really wanted, he felt like he had led us to another level because he initiated the idea of the change. He wanted each VP to give us an individual report about their department, each department head to tell us about what's going on in academics and I looked at that and I went, holy cow, what does he really want? And [the VP for Academic Affairs] was upset with it and [the President] was upset. "What does this man want? Do you know how much work this involves?" I said no, he has no idea, absolutely no idea. I said, but there's something else here. And so I talked to him a little bit...and I said here's our meeting, is there anything you want to talk about? So, as the chair I asked him a few more questions about what he was looking for. Finding out that what he wants is to see the name. What he wanted was more details as to what are we really looking at. What's the report? How do we ask questions? Who do I ask questions to?

Martha believes that part of the problem comes with being a new board member. She explained that her role as chair is to explain the history of the issues so that the board member is knowledgeable about issues so that their expectations of how things should be can be realized.

So, he, as a new trustee who'd only been on for a couple of months, was feeling what every trustee feels when you get on there, totally overwhelmed, totally I don't know what's going on. I don't know how to ask my questions? Where do I go? What am I doing? This is moving too fast for me. I'm okaying things I don't even know about. That's everything that a new trustee goes through. When we went to the consent agenda that assumes that everyone's done their homework, they've read the reports, they've asked their questions and there's nothing on there that they don't agree with. Well, he hadn't been part of that. Now, he feels more comfortable. And I did start this last meeting with saying, due to [the board member's] suggestion, you know, it was his suggestion, we came up with a few changes in the policy committee and everyone else will recognize this as something we had done before. And so that increases everybody else's comfort level. He felt good that he got something accomplished. . . . I also got legal advice finding out that yes, we probably should be doing that. Okay, so there's validation there, too. So, everybody felt validated for what we had done. So, that was good for the board. But you had to look at the issue. What's the real question? Find all the history. Talk to the people it affects and then try to get something done. While it wasn't exactly what he wanted, it was a lot to increase his comfort level and to feel that he had more of a handle of the situation and what's going on and how can he ask his questions.

At Adams Community College, Abigail spoke about the expectations that new

board members brought to the board from reading about the divisiveness of the old board.

In the past, like I said again with the bickering . . . I never thought I would see the day that there'd be seven of us come to a meeting and as one of us walked in the room—Hi, how are you? Nice to see you this evening. Shake hands, smile at each other. You know board members of the past wouldn't talk to you for months. . . . Well, the three newest ones were not exposed to it. Two of them were exposed to it.

Abigail was surprised that the new board members were not affected by their previous knowledge of the board.

Once they saw the way things were, because they were part of the majority, and once they got to know the minority of us they realized we weren't these bad people. They heard from others, ex-board members and so on. And once we got to know each other that is kind of where we decided let's try unity here and see if we cannot, let's leave our name out of the paper. If we want our name in the paper let's say [Adams] went down state or something. You know for the tremendous first place title. That's the positive thing because that is what the community sees.

At Jefferson Community College, Peter is looking for board members to be honest expressing their expectations. He gave an example from his service on a village board that illustrated his point and shaped his role as a chair.

I'm interested in having everyone express their opinions, their true opinions, their honest opinions. I'll never let someone vote no without, to use an example, I served 8 years on my village board. First meeting, the woman next to me, and I don't remember the topic. We were discussing something. She didn't say anything. It came to a vote. She voted, "no." And at the end of the meeting where there is an open spot, in a very non-accusatory way, I looked at her and I said, I know I don't have a lot of experience with village boards, I have served for years on community college boards, can you tell me why you voted no on this? And she said, "Are you telling me that I don't have the right to vote no?" I said no, you are misunderstanding me, of course you have the right to vote no. She said, "Well, that is what I did." And I said, but you deprived me of the right to vote no. She said, "What are you talking about." I said because you didn't tell me what your thoughts were, I only voted by what was put on the table and by what I thought. If you had expressed your opinions, I may have been sitting on the fence and all of a sudden your no would have made two no's. And then maybe you and me would have made three no's. And then all of a sudden this issue would have been changed completely because you expressed yourself. That's what a chair can do.

In summary, board members must reveal their true expectations to the rest of the board so that different points of view are considered during deliberations of an issue. In the vignette, Connie has to bring the board to a decision on a major policy issue. Connie knows that most of the board members see the value of the new academic plan and believe that it will have a positive affect on the college. For some board members, the decision is not so easy to make. Connie has to navigate through each opposing board members' issues to discover why they would do not support the plan. Like Martha, Abigail and Peter, Connie has to investigate and question the board members to make sure that they thoroughly understand the issue, the history of the issue, and the future benefits of the issue. Connie also realizes that the issue at hand is not the only factor in the decision making process. Connie has to get the board members to reveal their true thoughts and convictions so that she can address and resolve those issues in order to refocus on the issue at hand. She knows that because of past misunderstandings among the board members that she has to instill trust and confidence in the process so that the vote they cast is done based on the facts presented and not for other reasons. Connie has to create an atmosphere where each board member feels that they can freely express their opinion in order to have the necessary dialogue with their colleagues to reach the proper decision for the college.

Collaboration

For purposes of this study, collaboration is defined as follows: A meeting of the minds to achieve a goal. The following vignette illustrates the theme of collaboration.

Consolidated Community College – The Academic Plan, Part VI

Martha has now uncovered why the board member is reluctant to support the new academic plan. It is not because she feels that the plan is wrong for the college,

but rather because she wants the college to focus on hiring quality faculty as a means of maintaining standards. Connie focuses the board members' attention on the plan and asks her specific questions to identify the areas of the plan that are a problem. The board member finally admits that she really doesn't have a problem with the plan. Connie asks the other board members if they agree that the college should also focus on faculty recruitment. Every board member agrees that the college should pursue faculty recruitment. Connie asks the president if it is possible to create a task force to address the recruitment issue which would enhance the success of the new academic plan. The president agreed that it was not only possible, but also a welcomed suggestion. Connie asked the board member who was concerned about faculty recruitment if she would serve as the board liaison to the administration task force. The board member happily agreed. Connie asked if there was any further discussion. There was no further discussion. She called the vote, and the new academic plan passed by a unanimous vote of the board.

Supporting Data

At Washington Community College, Martha realizes that each board member brings different expertise to the table and they learn from each other. She also knows that in order to achieve what is best for the college, the board has to collaborate and reach a collective understanding of issues and support the decision that is rendered by the board.

What's nice about a board is you have seven individuals or whatever number you have who bring with them an expertise in each field. . . . So, I think what's nice is none of us is as smart as all of us together. So, you're able to bounce ideas off of each other. Finance is not my forte. I've learned a heck of a lot in a short period of time. But, I would never say I'm a financial expert. However, I know more about people because that's what I've dealt with. And I know about groups and I know about dynamics. I know how to get information. So that, I guess, would be my forte. . . . So, I think people bring with them their personalities. Some are able to be a little more rational I think when it comes to looking at all sides and as a board member no matter what the end result is, in public you really have to support what the whole board came up with. And sometimes it's very difficult because I don't agree with whatever we came up with. But, I make the best of whatever situation. You can't change what happens, you can change your reaction to it. And so we work with it.

At Adams Community College, with all of the past problems with a split board, Abigail still believes that it is the entire board that has to collaborate and come together to make a decision.

Most of the time, they're [the board members] cooperative with each other. There's a few times where they have a difference of opinion. One of us may have a difference of opinion with the other board members or maybe just with one specific board member and we just try to work it out amongst ourselves.

Being a minority board member has made Abigail realize the importance of reaching a collective decision. "My vote does not count if it's all by itself. It's the . . . board as a whole," she stated.

At Jefferson Community College, Peter strongly believes that the board has the best opportunity to achieve its goals when it collaborates and reaches a collective decision. He also states that when board members do not participate it has a negative effect on the decision.

I believe that the wisdom of what happens here is that when eight people come together with advisors, administration, and I don't want to just call it administration, institutional advisors, support staff, faculty, administration. When there are eight people at that table with institution advice and they can liberate, as long as there is no agenda, being pushed by a board member or a group of board members, if there's true deliberation and even if I thought that they were doing something that was bad for the institution, I believe in the process so passionately, that I would let them do what, I believe in the wisdom of the group. It's the great thing of what happens here, the wisdom of a group. There is a wisdom there. It's beyond me and it's beyond any individual. . . . And that wisdom is weakened when there isn't someone there, and it really is weakened when there are two people not there. And when there's three people not there, I almost don't even want to have a meeting because unless . . . it's just a matter- let's just get our business done. I don't want to deliberate on anything. I would not make an important decision with four people there, I refuse. As chair I wouldn't let it happen, because there has to be the wisdom in the group and you can't have the wisdom of the group if there aren't seven people there.

In summary, collaboration is the full integration of information, participation and expectation achieved through facilitation and communication by the chair. In the vignette, Connie could see that some board members were uneasy about supporting this issue. She knew that understanding the unspoken thoughts from the committee meeting were more crucial than the spoken support for the plan. Connie also knew that the board

as a whole needed to make this important policy decision. She has the same beliefs as Martha, Abigail, and Peter that the board functions best when it collaborates and reaches a consensus that is perhaps better than the original proposal. In this case, the board achieved a successful collaboration through Connie's skillful facilitation, her determination to communicate the necessary information, her insistence on the participation of all board members, and her ability to free her colleagues to share their true thoughts for the benefit of all.

Visual Summation of the Themes Identified in the Data

To provide a further understanding of the data presented in the series of vignettes and the supporting data, a conceptual framework has been developed. Figure 4 presents a visual summary of the potency of the themes and the interplay in the relationships of the themes found in this study. The preeminent theme identified in this study was facilitation. It is only through facilitation that the chair is able to satisfy and integrate other themes by providing information, encouraging participation, and ascertaining the expectations of individual board members. The data also indicated the emergence of communication as a sub-theme of facilitation. The chair, as a facilitator, must possess good communication skills so the board members are completely informed about the issues, are actively engaged in the process, and have an appreciation of the views of others in order to realize collaboration in the performance of their duties.

The themes of participation, information, and expectation each rely and depend on each other to be fully realized. For example, a board member who fails to actively participate by attending meetings is likely to lack the information needed to make a properly informed decision. In this case, facilitation by the chair provides a vital link in

communicating information to the board member who has limited participation. Also, a lack of participation increases the possibility of that board member's expectation being ignored by others. The failure of a board member to make known his or her thoughts and ideas restrict board dialogue. Here, the chair uses communication skills to reach out



Figure 4. Potency of Themes and Interplay of Thematic Relationships.

and ascertain the expectation of the board member on an issue to promote dialogue between board members.

Similarly, when there is the perception of a lack of information on the part of a board member, it affects participation and expectation. For example, a board member who feels that he or she does not have the necessary information to make a decision is inhibited in fully participating in board matters. A lack of information also affects a board member's expectations. A board member's thoughts and convictions cannot be influenced to change if there is a lack of information for review on matters before the board. The chair facilitates by communicating the information required resulting in an increase in participation and the development of challenges to the expectations of the board member.

Further, when board members are unwilling or unable to express their true expectations on an issue, it can influence participation and information. For example, when a board member fails to support an issue, it may be due to a lack of information or their inability to participate as previously discussed. However, it may also be solely due to their thoughts and convictions on the issue. Board members come to the table with a variety of backgrounds and preconceived notions of how the college should be administered. Board members may be overt in their support for, or opposition to an issue. Conversely, a board member may not be forthcoming with a position on an issue. In this case, participation may be strong where there is overt support, or it may be weak where the board member is silent on an issue. In addition, information provided by the college may be challenged by an opposing board member based on his or her own experience. Here, the chair needs to facilitate and explore expectations. Good communication by the

chair can result in the revealing of the true reason for the support or opposition of an issue so that the board can make an informed decision.

Finally, collaboration or the meeting of the minds occurs when the chair uses good communications skills as a tool in the facilitation process. During this process, information is openly and freely exchanged, there is active participation in board activities, and true expectations are expressed by board members as they collectively reach a decision on an issue.

Summary

The purpose of this study was to describe and explain the perspectives of the community college board chairs on their leadership role. The questions that guided this study asked what elements constitute the perspective of the community college board chair on their leadership role, and what variables influence this perspective. Three community college chairs were selected to participate in the study. A series of interview was conducted with each chair, and one interview was conducted with the president and one trustee at each college. Additional data was provided through a review of written documents, interview transcripts, observations, field notes and a researcher's journal. The data were presented in a multiple case study format. The themes that emerged from the data that constituted the chairs' perspective on their leadership role of the chair were identified as facilitation, communication, information, participation, expectation, and collaboration. A definition of the terms was provided to provide a better understanding of their use in this study. A summary of the triangulated data used as evidence to support these themes was presented.

The analysis of the data was presented through the use of a composite chair and a

series of vignettes. The composite chair was created based on the characteristics of the participants in the study. The series of vignettes was used as a means to describe and explain the perspective of the chair and analyze the themes that emerged from the data. A visual summary of the potency of the themes and the interplay in the relationships of the themes found in this study was presented. The preeminent theme identified in this study was facilitation. It is only through facilitation that the chair was able to satisfy and integrate other themes by providing information, encouraging participation, and ascertaining the expectations of individual board members. The data also indicated the emergence of communication as a sub-theme of facilitation. The chair, as a facilitator, must possess good communication skills so the board members are completely informed about the issues, are actively engaged in the process, and have an appreciation of the views of others in order to realize collaboration in the performance of their duties.

This chapter provided a moment in time to observe and consider the leadership perspectives of the community college board chair. It presented a description of a composite chair engaged in the practice of leadership. Data were presented that provided insight into the chairs' leadership perspective by offering examples of interaction with board members and the president. Lastly, themes that emerged from the data were reported.

Chapter V

Summary, Conclusions, and Recommendations

Introduction

The purpose of this study was to describe and explain the perspectives of chairs on their leadership role. This study captured a moment in time to observe and consider the leadership perspectives of the community college board chair. It presented a description of a composite chair engaged in the practice of leadership and provided insight into the participating chairs' leadership perspective. This chapter will present an interpretation of the findings collected in this study. It will describe the leadership perspectives of community college board chairs, compare those perspectives to current leadership theory, and explain the impact of this study on leadership theory. This chapter will finish with an examination of the strengths and limitations of this study, and recommendations for further research.

Summary

This study focused on the leadership perspectives of the community college board chair. The questions that guided this study asked what elements constitute the perspective of the chairs on their leadership role, and what variables influence their perspective. Data were collected from interviews with chairs, presidents, and trustees, along with field notes from observations of board meetings, written documentation and the researcher's journal. The data collected provided an insight into the chairs' leadership perspective by offering examples of interaction with board members and the president. The themes that emerged from the data as elements that constituted the chairs' perspective on their leadership role were facilitation, communication, information, participation, expectation

and collaboration.

Facilitation

The major theme identified in the data was facilitation. While only one chair specifically spoke in terms of facilitation, each chair described his/her role as acting as a guide or a mediator to resolve issues between board members, the administration, or matters before the board. The data demonstrated that each chair acknowledged the importance of a facilitation process; that though facilitation by the chair the board would be able to collaborate and achieve a certain amount of success; that the chair had to utilize good communication skills; that a satisfactory level of information should be provided to each board member; that board members should actively participate in college issues; and that the expectations of board members should be expressed openly and honestly. The foremost role of the chair is one of facilitation to ensure that the other themes identified in the data can be fully realized.

Communication

The data identified communication as a sub-theme of facilitation. In order to be successful as a facilitator, the chair must possess good communication skills. Each of the chairs stated that communication was a primary duty of the chair. Whether they promoted discussion at public board meetings, made private phone calls, or tried to develop personal relationships, each chair was able to articulate a method of communication that was useful to them in the performance of their role. The data demonstrated that communication played a role in the relaying of information so that board members had a complete understanding of the issues, ensuring that board members were actively engaged in the process, and had an appreciation of the expectations of others so that they

were prepared to realize collaboration in the performance of their duties.

Information

The theme of information emerged from the data as an issue that could develop into a point of contention and foster an atmosphere of mistrust and suspicion among the board members and between the board and the administration. While this theme was prevalent in two of the three colleges, each chair believed that information should be available to the satisfaction of the individual trustee, and noted that there had been instances at their college where one or more board members believed that they did not receive all of the facts on an issue. Information is a crucial factor in the decision-making process of any deliberative body. The control of information can be a powerful tool in determining the outcome of an issue. The role of the chair is critical to the flow of information to the board members. The chair must act as a facilitator to resolve an issue involving the flow of information so that participation is enhanced and expectations can be challenged. Through the use of good communication skills, the chair is aware of the comfort level of board members with the amount of information they receive.

Participation

The theme of participation emerged from the data as an issue that could cause some board members to become frustrated with others who fail to fully engage in the process and hinder the progress of the college. This theme was prevalent in the two colleges where the chairs noted that their board was in a transition out of a divisive period into a period of greater cooperation among board members. The chairs at the colleges where participation was an issue indicated that they worked at creating a format that allowed each board member to participate as much as possible. However, the chairs

realized that they had no power to force a board member to participate. Participation by board members is crucial to their understanding of the issues before the board. The lack of participation constricts discussion and retards the decision making process. The chair, in the role of facilitator, has to communicate the frustrations of the active board members to the non-active board members in order to stimulate their participation in board activities so that information continues to be exchanged and the expectations of all board members are expressed.

Expectation

The theme of expectation emerged from the data as an issue that pleased and frustrated each of the chairs in this study. The chairs acknowledged that each board member brought their opinions and the expertise of their field to the board. The chairs noted that occupational diversity was one of the strengths of their boards. The chairs also found that, on occasion, they had to explore the motivations of board members in certain instances to reveal the true rationale for their stance on an issue. The chairs were frustrated by the failure of board members to be open and honest in the expression of their thoughts and convictions, which caused the chairs to expend time and energy working to uncover and resolve the underlying problems. For board members to freely express their expectations, they must feel secure in doing so. Therefore, the chair as facilitator has to create an environment where all board members can reveal their thoughts and convictions without fear of non-constructive criticism. The chair creates this environment through communicating that all expectations should be considered in deliberations, by satisfying the need for information, and by demonstrating appreciation for active participation.

Collaboration

The theme of collaboration emerged from the data as a state that the board should attain in the deliberation of issues. This theme was indicated at all three colleges, but only by the chairs and the presidents. Since, the chairs and presidents are deemed to be primarily responsible for the institution and work closely together, it seems consistent that they should be concerned about how the board reaches decisions. However, it is surprising that the issue did not arise with trustees who are also entrusted by the community with the welfare of the college. Collaboration is a goal that the board can attain in the process of decision-making. Collaboration is the result of the facilitation by the chair. Collaboration in decision making by the board can be attained when the chair becomes a facilitator of the board process and through good communication skills provides necessary information, encourages active participation and creates an environment where true expectations can be expressed.

Leadership Perspectives of the Chairs and Leadership Theory

In Chapter II, a historical review of organizational management and leadership theory was presented as a foundation for this study. Chapter II reviewed the literature on Scientific Management Theory, Human Relations Theory, Behaviorist Theory, Contemporary Theory, Educational Leadership Theory, and Governing Boards in Higher Education. In this chapter, comparisons will be made between the organizational management and leadership theories and the themes identified from the data.

Scientific Management Theory was an effort to increase efficiency in the workplace while continuing to rely on authority to enforce compliance. Scientific management provided a more cost effective process for the mechanical compliance with

orders given by superiors. Here, no comparison can be made with the operation of a board of trustees. On a board of trustees, no one individual board member has more authority than another. Each board member is elected by the community and entrusted to oversee the operation of the college. The board elects officers to handle certain specific duties, but in reality, each board member has the same rights and responsibilities. Therefore, chair of the board lacks the necessary authority component or power to induce compliance by a board member. The use of authority is not an appropriate means of leadership for the chair.

Human Relations Theory and Behaviorist Theory recognized that authority alone was insufficient as an organizational management or leadership model. These theorists understood that the human factor had to be addressed in the practice of leadership. The themes identified in this study can be found in the work of Mary Parker Follett, Douglas McGregor and Rensis Likert.

Mary Parker Follett acknowledged the importance of the reliance on authority of the scientific management theorists, but she also recognized the significant contributions made by the human component. Follett viewed incorporating the human element as an integral part of the success of the organizational process.

You may bring together all the parts of a machine, but you do not have the *machine* until they are properly related. The chief task of organization is how to relate the parts so that you have a working unit; then you get effective participation. (Metcalf & Urwick, 1942, p. 212)

In this statement, Follett acknowledges that although all components may be present, it requires effort on the part of the leader to fit the parts in work order. Here, the theme of facilitation can be found. A board chair knows that he or she must engage in facilitation to have the college function properly. The themes of participation,

communication, information, and collaboration can be found in Follett's four fundamental principles of organization; evoking, interacting, integrating and emerging (Metcalf & Urwick, 1942). In Follett's ideal organization, the leader has an active role in implementing each of these principles. By evoking, the leader encourages full participation by teaching, and persuading others to follow rather than ordering subservience. By interacting, the leader expresses harmony and unity to create a common purpose. By integration, the leader creates a coherent group that can function effectively to reach the common purpose. By emerging, the leader facilitates the evolution of the organization. Here, the theme of participation is easily recognized in the principle of evoking. The themes of communication and information can be inferred from the principle of interacting. Finally, the theme of collaboration can be found in the principles of integration and emerging. The theme that has not been identified in the work of Follett is expectation, but it can be identified in the work of other theorists.

The theme of expectation can be found in Behaviorist Theory. Douglas McGregor (1960) viewed leadership as a relationship that involved four variables: the characteristics of the leader, the characteristics of the followers, the characteristics of the organization, and the social, economic and political environment. Under McGregor's theory, leadership is not based in any one individual, but rather it is constantly changing subject to the interaction of the four variables. Rensis Likert (1961) also thought that leadership needed to be sensitive to the thoughts and convictions of other individuals.

The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and all relationships with the organization each member will, in light of his background, values, and expectations, view the experience as supportive and one which builds and maintains his sense of personal worth and importance. (p. 103)

Here, expectation is fully acknowledged as an important factor to be considered in the practice of leadership. McGregor and Likert realized that for a leader, like a board chair, to be effective he or she must not only be knowledgeable about the substantive issue, but also understand the expectations of the individuals involved in the process and their need for personal satisfaction in the resolution of the issue.

In Contemporary Theory, the work of James McGregor Burns and Edgar Schein is consistent with the themes identified in this study. Burns (1978) introduced the transformational theory of leadership. Burns also wrote about the higher calling of leadership when compared to management.

Some define leadership as leaders making followers do what followers would not otherwise do, or as leaders making followers do what the leaders want them to do; I define leadership as leaders inducing followers to act for certain goals that represent the values and the motivations-the wants and needs, the aspirations and expectations-of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations. (p. 19)

The leadership theory proposed by Burns was based on the relationship and interaction between the leader and the follower. Under transformational theory, the leader and the follower may possess their own motivations for the interaction, but together they realize a common goal and are changed by the process. The change, or transformation, in the participants is found in the unity of purpose that raises the goal beyond individual satisfaction to a higher level. The theme identified in this study that is consistent with transformational theory is collaboration. Collaboration cannot be achieved without the board members reaching a consensus and perhaps giving up something of themselves and changing in the process. Collaboration also assumes that the other themes identified in the study have been satisfied, because without facilitation, communication, information,

participation and expectation, collaboration cannot be realized.

Edgar Schein (1985) believed that "much of what is mysterious about leadership becomes clearer if we separate leadership from management and link leadership specifically to creating and changing culture" (p. xi). Schein provided a list of skills required for the leader who can "operate from within" to change culture (p. 322). Firstly, the leader must understand the positive and negative aspects of the culture. Secondly, the leader must possess the motivation to change the culture. Thirdly, the leader must have the strength to withstand the emotional turmoil that change brings. Fourthly, the leader must possess the ability to offer and sell a new vision to the organization to overcome existing cultural assumptions. Fifthly, the leader must encourage meaningful participation in the process of cultural change. And finally, the leader must delve into the culture to understand its fundamental basis in order to create effective cultural change.

Here, the themes identified in this study are consistent with Schein's list of skills. Firstly, the entire process is one of facilitation because no change will come about without an individual starting the process. So, in this instance understanding the positive and negative aspects of the culture, possessing the motivation to change and having the strength to withstand the problems associated with change are aspects of facilitation. Secondly, the skill of understanding the positive and negative aspects of the culture is analogous to the chairs' problem of revealing the expectations or thoughts and convictions of board members on an issue. The skill list also demonstrates themes of communication and information in the ability to offer and sell a new vision, and participation in encouraging meaningful participation. Finally, collaboration can be inferred from achieving successful change in the culture. Schein's list demonstrates the

close association of the themes and their interplay with each other.

In Educational Leadership Theory, the work of Robert Greenleaf and Thomas Sergiovanni are consistent with the themes identified in this study. While not mentioned specifically, leadership theory in this field is primarily focused on facilitation and collaboration. Greenleaf (1977) sets the tone for leadership theory in education by addressing the nature of leadership as individual service to others developed out of an internal desire for caring about others and through leading by example.

A new moral principle is emerging which holds that the only authority deserving of one's allegiance is, that which is freely and knowingly granted by the led to the leader in response to, and in proportion to, the clearly evident servant stature of the leader. Those who choose to follow this principle will not casually accept the authority of existing institutions. Rather, they will freely respond only to individuals who are chosen as leaders because they are proven and trusted as servants. To the extent that this principle prevails in the future, the only truly viable institutions will be those that are predominately servant-led. (p. 10)

Greenleaf suggested that the concept of both the servant and the leader could be found in the same individual. The servant, whether a leader or a follower "is always searching, listening, expecting that a better wheel for these times is in the making" (p. 9). In the servant leadership model, the role of the chair finds a home. One of the first acts of a newly elected board of trustees is the election of board officers. The board members "freely and knowingly" (p. 10) elected one of their own self-motivated members to become chair and serve them as their leader. Here, one of the main themes identified in the data, facilitation, is consistent with servant leadership. Service to others is the basis of facilitation. Through facilitation, the chair is able to serve others and balance the interplay of the other themes by communicating information, encouraging participation, revealing expectations to realize collaboration on issues before the board.

Thomas Sergiovanni (1992) criticized traditional leadership theory for presenting "leadership as behavior rather than action, as something psychological rather than spiritual, as having to do with persons rather than ideas" (p. 3). Sergiovanni (1994a) also focused on the human need for meaning and significance in stating that "the need for community was universal" (p. xiii). Sergiovanni's idea of community was based on the individual's commitment to shared values, growing and learning with others, and striving for validation of purpose. In the case of the community college, the board members create their own community. The ultimate success of the board members' community depends on whether they are able to realize collaboration to resolve issues rather than deal with distractions. A true community cannot be successful unless there is collaboration among the members. As evidenced in this study, collaboration can only be achieved after the other themes identified in the data, information, participation, expectation have been satisfied through facilitation and communication by the chair.

The review of the literature of Governing Boards of Higher Education demonstrated a focus on the mechanical, legal and financial responsibilities of the board member. The Association of Governing Boards of Universities and Colleges, in a publication by Richard Ingram (1997), listed ten responsibilities of the trustees of public institutions of higher learning that were dedicated to management of the institution rather than leadership for the institution. Cindra Smith (2000) "distilled" a list of trustee responsibilities from the work of others and her own observations (p. 17). Smith's list of trustee responsibilities added a leadership component. The non-managerial responsibilities Smith added to her list included acting as a unit, representing the common good, creating a positive climate, and leading as a thoughtful, educated team. In stating

"boards are more than another layer of administration" (p. 17), Smith defined trustee responsibilities in terms of leaders rather than in terms of functionaries.

The literature also defined the role of the chair in some of the same managerial terms. Ingram (1993) stated that the chair had four main responsibilities: to be knowledgeable about important issues affecting the college; to assess and orientate board members; to be the spokesperson for the board; and to be the conscience and disciplinarian of the board. The "holistic" approach for board leadership favored by John Carver (1990) stressed the role of the chair as a facilitator "responsible for the integrity of the board process" (p. 152), rather than a power unto itself. Smith (2000) offered a similar, but more defined leadership role for the chair that included "fostering teamwork and resolving problems, preside over meetings, represent the board, and work closely with the CEO" (p. 36).

The literature written specifically for board members and chairs provides important information about the duties and responsibilities of board membership. Some of the writers acknowledge the leadership capacity as well as the managerial duties of board members. Here, facilitation is the only comparison that can be made from the themes identified in the data. Carver specifically mentions facilitation and Smith mentions teamwork. The authors in this field have written these texts for a certain purpose and audience. Unlike authors in organizational management and leadership theory, these authors intentionally focus more on the duties and responsibilities in order to educate board members to the serious nature of the position. However, while creating a list of the attributes of an ideal board is an important undertaking, there is a significant need to provide board members and chairs with a guide, a plan or a methodology by

which the ideal board can be attained.

In summary, the themes identified in this study complement and further explicate organizational management and leadership theory offered by many authors in the field. The connections are stronger to the Human Relations, Behaviorist and Contemporary theorists than with the Educational Leadership theorists. However, the Educational Leadership theorists emphasize two important themes found in this study. Firstly, they support the main theme of facilitation. Secondly, they support the theme of collaboration which is the goal of the role of the chair. The literature of Governing Boards in Higher Education is written to describe and explain the responsibilities of the board member and chair, rather than providing for leadership education. Therefore, the connections to the themes identified in the data from this base of the literature are weak.

Impact of this Study on Leadership Theory

The literature related to leadership theory, in some cases, is consistent with the findings of this study. This study is not based in any one theory and, ultimately, a number of theories from different philosophical traditions contributed elements that supported the findings of this study. The data collected in this study presents a realistic portrayal of the challenges facing community college board chairs in the performance of their role. The themes that emerged from the data emphasized the practical nature of the role of the chair and the importance of human interaction in the practice of leadership. However, the very nature of a board of trustees challenges the application of leadership theory to its processes.

Leadership theory from the Human Relations and Behaviorist Theorists focused on how to obtain the most productivity from the worker by addressing the human

interaction and incorporating it into leadership practice. In this study, the findings demonstrated that the chair also addressed the need for human interaction through the six themes of facilitation, communication, information, participation, expectation, and collaboration. The leadership theories of the Human Relations and Behaviorist were written for those engaged in the practice of leadership in a bureaucratic or chain of command structure. There is an underlying authority implied in the application of these theories that can always be reverted to in the event of non-compliance. In dealing with a board of trustees, however, the chair has no authority to require compliance by board members. The issue of authority is an important aspect of leadership theory, and for the board chair, it is addressed more appropriately under other theories.

In Contemporary and Educational Leadership Theory, leadership is separated from management. It is under these theories that support for leadership role of the chair can be found. The concepts of transformational leadership, servant leadership, leader of leaders, and community building remove the importance of authority and focus on the skill of facilitation and the goal of collaboration. A board of trustees of seven individuals is elected by the community to serve the college as a democratic assembly of leaders. The board elects a chair as its titular leader to satisfy the legal requirements of the state statutes. Whether the chair surpasses the role of a titular leader and becomes an actual leader depends not on the state statute, but on his or her ability to successfully serve the board members as a facilitator. Facilitation by the chair provides leadership that allows board members the opportunity for personal growth, promotes their leadership abilities, and creates a sense of community among the board members so that they are able to achieve collaboration in the performance of their responsibilities.

This study furthers the literature in the field of leadership by providing insight into the leadership processes that develop in an egalitarian relationship. In the case of a board of trustees, there is no actual or implied authority that can be invoked to force or prevent action. The seven individuals that comprise a board of trustees are responsible only to the community. This study offers guidance in the practice of leadership that can be applied in decision-making situations where all parties are equal. While the concepts of transformational leadership and servant leadership provide a theoretical basis for the grant of leadership to an individual by others, they operate in fictional settings. Business and educational settings that apply transformational leadership and servant leadership also maintain the safety mechanisms found in the chain of command that can be activated as a fail-safe, thereby consciously or unconsciously suppressing the full potential of the expression desired by these concepts. Every individual in a business or educational organization recognizes the authority of the chain of command, and it cannot be dismissed as an insignificant factor in the decision-making process. Alternatively, a board of trustees operates without a chain of command or a fail-safe mechanism, therefore a decision must be made that reflects the best collaborative efforts of the board achieved through the facilitation of the chair. The findings of this study provide insight into the perspectives of the community college board chair and offer the guidance in the practice of leadership in an egalitarian setting.

Strengths and Limitations of this Study

The strength of this study can be found in its identification of themes that board chairs utilize to enhance their ability to assume a true leadership position rather than simply fulfilling a titular role. There are 38 community college districts in Illinois that are

responsible for the education of thousands of students every year. The leadership of the chair furthers the interests of the college through facilitating board processes to focus the board on the important issues it must address. Hopefully, this study will lead to the development of a board chair roundtable at the Illinois Community College Trustees Association. I intend to propose this idea to the new president of the association so that board chairs will have an opportunity to interact with other more experienced chairs to develop a better leadership practice.

The limitations of this study can be found in the small number of chairs that were included in this study. Although an effort was made to select a representative sample of the community college system, the problems, situations and conditions in each situation are particular to that college and the individuals involved. Hopefully, the findings of this study can be used generally to assist chairs in their leadership role. Gender did not appear to be a factor in this study, as two of the three chair participants were female and nine out of 21 trustees at the colleges were female. At one participating college, females comprised the majority of the board of trustees. Race did not emerge as an issue; however, there was limited minority participation in this study. Only one of the nine participants in the interviews belonged to a minority group. The low participation rate of minorities in this study is reflective of the fact that there was only one minority trustee out of the 21 trustees at the colleges that participated in this study.

Impact of this Study on the Researcher

My interest in this subject is based on my experience as a board chair. This study reinforced my personal view that when an individual serves as a community college board chair, his or her leadership or lack of leadership tremendously impacts the

institution. I shared a bond with each of the chairs that participated in this study because of my service as a board chair. During the interviews, the chairs talked about problems that were similar to those that I had faced in the past. I found that in order to remain objective, I had to refrain from giving advice to the chairs that participated in the study. There is always a sympathy factor involved in dealing with a colleague who is in need of help, but this was not the appropriate way to deal with their problems.

I learned many new methods of dealing with problems that arise in a board setting from the chairs, presidents, and trustees who gave of their time to assist me in this study. I will take those methods with me as I continue to deal with the issues and problems that I face as a chair. Also, my appreciation of the work that the administrative staff members perform was reaffirmed as I was greatly assisted by the administrative staff at each college. As the chairs, presidents and trustees walked away from the interviews, I depended on the college staff, especially the administrative assistants to the presidents, to assist me in the collection of documents, making appointments and finding the right people to talk to about whatever I needed.

Recommendations for Further Research

I have three recommendations for further research related to community college trusteeship. The first two recommendations concern the role of the board chair. The third recommendation concerns trusteeship on a broader level.

Firstly, the findings of this study have demonstrated six themes of leadership that may exist in the role of the chair. While situations and issues may appear to be unique to individuals and particular colleges, there is a commonality of purpose and responsibility in the role of the chair that is shared under all circumstances that may arise. The findings

of this study provide a conceptual framework for the continuation of research in this area. I recommend that further research be conducted to determine if a model of leadership can be developed from the themes identified in this study. A model of leadership based on the themes of facilitation, communication, information, participation, expectation, and collaboration would provide leaders in egalitarian settings with a plan of action or guidance in dealing with situations where there is no reliance on bureaucratic authority for a resolution of the issue.

Secondly, in this study, the presidents commented on the leadership qualities of the chairs. The opinions of the presidents provide an important insight into the role of the chair. I believe that research is needed that addresses the perspectives of the presidents on the ideal qualities of a board chair. The president is the individual who is responsible for implementing the board's initiatives, ideals, plans, and vision for the institution. One of the duties of the chair is to work with the president to secure his or her success in the implementation of the board's initiatives. A study of this nature may provide the board chair with a better understanding of the president's expectations of the chair, and provide insight into creating a better chair-president relationship.

Thirdly, in about one half of the states across this country, community college trustees are elected as they are in the State of Illinois. The remainder of the states selects community college trustees through an appointment process. There is always debate about which system offers the best solution for the governance of the community college system. Each system accuses the other of being too political. The elected trustees believe that the appointment process results in political interference in the college by the party in control of the process. Appointed trustees believe that pandering to the electorate attracts

the attention of the local politicians who seek control over the college. Each position has its merits and there will never be agreement on the issue. I believe that research should be conducted that seeks to determine if there are any significant differences between elected trustees and appointed trustees. A study of this type would generate tremendous interest and debate in the community college system.

Conclusions

The full realization of the weight of responsibility that lies in the position of chair of the board of a community college struck me six months after I first became chair. The college had recently gone through an election where the long-term chair was defeated in the election and two other long-term trustees had decided not to stand for reelection. I was elected chair by the new board. Soon after my election as chair, the college was in the final stages of a North Central Accreditation visit. The college was well prepared by the president, the administration and faculty to receive the accreditation team. The visit was going well until the accreditation team had dinner with the board of trustees. Of the seven trustees on the board at that time, four were either newly elected or had minimal experience as trustees, and only one experienced trustee was able to attend the dinner that evening. The vice-chair of the board was out of town on business. I was unable to attend because my wife had given birth to our fourth child the evening before the scheduled dinner. When I returned home from the hospital late that night, there was a message on the recorder from the president of the college. The message began, "John, I hate to bother you, but I have to talk to you tonight. Please call me when you get home. It is very important." The tone of his voice indicated that there was a serious problem. I wondered what could have happened. The president was an experienced administrator who had

been through accreditation visits before, and the college had worked for over a year preparing for the visit. I called his home. He told me that the dinner went very badly. The team had asked routine questions of the board members and their responses to the questions were absolutely frightening. He had done his best to blunt their responses and told the team after the dinner that the responses given were not reflective of the board. He told me that the team chair had requested a private meeting with me the next morning to discuss the role of the board.

The next morning I arrived at the president's office to meet with the team chair. I began by apologizing for missing the dinner, but I felt that I had a good excuse. The team chair began by telling me that it was the opinion of the team that the board was poorly informed about its role and that it was important that the board learn the difference between administration and governance. I told the team chair that there were a number of inexperienced trustees on the board and I assured her that I would see to it that these individuals learned their role and became good trustees. After I successfully reassured the team chair that the board of trustees would not overstep its bounds, she insisted that I meet the rest of the team before the end of the day. The president escorted me around the campus and I sat in on some of the meetings waiting for the opportunity to explain to each team member that the board would meet its obligations. The visit ended with my promise to the team that I would personally see to it that the board quickly learned its role. This experience exposed the weakness of our board and left me determined to work with the president to overcome our problems.

My story illustrates the important function that the chair plays in the success of a community college. The chair provides stability and support for the internal constituent

of administration, faculty, staff and students. The chair also provides a vital link in sending the college's message to the external community. But, by far the most important role of the chair is to work with the board of trustees and the administration to secure the best future for the institution. The chair accomplishes this task by fulfilling the role of a facilitator. The chair has to use his or her skills as a communicator to understand each trustee and the president. The chair has to know each trustee and be able to predict their likely reaction to an issue. The chair has to counsel the president on the timing and presentation of information for the board. The chair must encourage board members to become active not only in college activities but also in local, state and national community college associations. The chair has to blend personalities and ideas together to create a collaborative decision making body that will serve in the best interests of the college. This study demonstrated that the role of the chair is a tremendous responsibility that when artfully performed can yield incredible success for the college and personal satisfaction for the chair.

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Appendix A

Letter to the Illinois Community College Trustees Association

January 2, 2002

Dr. Gary Davis
Executive Director

Mr. Richard Anderson
President

Illinois Community College Trustees Association
401 East Capitol Avenue, Suite 200
Springfield, Illinois 62701-1711

Gentlemen:

It was a pleasure to speak with both of you at the ACCT Convention in San Diego this past October. At that time, I mentioned that I was completing my doctoral studies in education at Roosevelt University. I am currently in the process of writing my dissertation proposal. The subject of my dissertation is the leadership role of the community college board chairman. As you are aware, leadership from the chairman is critical in the governance of an effective, efficient, and successful institution of higher education. Unfortunately, there are very few studies in this area to aid current and future chairmen in the delegation of their responsibilities. Hopefully, this study will add to the discourse on community college board leadership.

I am requesting your assistance in identifying seven to ten current chairmen as potential participants in this study. Since this is a qualitative study, data will be collected from a series of interviews, observations, and document analysis. The series of interviews involves a serious time commitment on the part of each chairman. There will be two to three one-hour interviews with each chairman and, in addition for verification of data, I will request a one-hour interview with the president, and a one-hour interview with a trustee. It is my intention to conduct this study beginning early in 2002. The requirements for participating in this study are as follows:

- (a) must currently be serving as the chairman of an Illinois Community College;
- (b) must have been a member of the board of trustees for a minimum of two years;
and

BEST COPY AVAILABLE

Board of Trustees

John Donahue, Chairman
Patricia E. Roach, Vice Chairman
John J. Daley, Secretary

Joseph P. Murphy
Susan Murphy
Mary Nolan

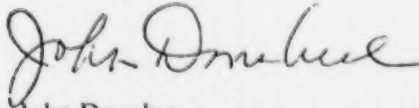
Sandra Wagner
Khalid W. Hussein, Student Trustee
Dr. Vernon O. Crawley, College President

- (c) must have demonstrated effective leadership in dealing with one or more challenges in the areas of academic programs, student issues, business and finance matters, or external relations.

Once your recommendations have been received, I will make a final selection of three to five participants. At this point, I will contact the chairmen to inform them about this study, assess their accessibility and willingness to participate in the study, and request participation.

Thank you for your cooperation in this matter. Please do not hesitate to call me for more information about my request or this study. You can reach me at my office, the IBEW-NECA Technical Institute, (708) 389-1340, dial O at voicemail and the receptionist will assist you.

Sincerely,

A handwritten signature in cursive script, appearing to read "John Donahue".

John Donahue
Chairman

Appendix B

Formal Letter of Introducing the Study

Date

Mr./Ms. X
Chairman of the Board
ABC Community College

Dear Sir/Madam:

It was a pleasure to speak with you about participating in my study. As I mentioned, I am beginning a dissertation study to complete my doctoral studies in education at Roosevelt University. The title of my dissertation is "A Case Study of Select Illinois Community College Board Chair Perspectives on their Leadership Role". As you are aware, leadership from the chairman is critical in the governance of an effective, efficient, and successful institution of higher education. Unfortunately, there are very few studies in this area to aid current and future chairmen in the delegation of their responsibilities. Hopefully, this study will add to the discourse on community college board leadership.

I am requesting your participation in this study. Since this is a qualitative study, data will be collected from a series of interviews, observations, and document analysis. The series of interviews involves a serious time commitment on your part. There will be two or three one-hour interviews with you and, in addition for verification of data, I will request a one-hour interview with the president, and a one-hour interview with a trustee. It is my intention to conduct this study beginning early in 2002.

Thank you for your consideration of this matter. Please do not hesitate to call me for more information about my request or this study. You can reach me at (708) XXX-XXXX, dial O at voicemail and the receptionist will assist you.

Sincerely,

John Donahue
Chairman

Appendix C

Informed Consent Form

Informed Consent Form

Roosevelt University strongly supports the practice of protection of the rights and safety of research participants. This study is being conducted by John Donahue, a doctoral degree candidate, under the direction of Dr. Gregory Hauser in the Department of Education at Roosevelt University. This study has been reviewed and approved by the Roosevelt University Institutional Research Board.

The purpose of this study is to describe and explain the perspectives of community college board chairs on their leadership role. This study may assist community college board chairs, trustees, and presidents in the future by providing a better understanding of the leadership role of the chair.

A conceptual framework will be developed based on the information gathered in the study with the intent of facilitating leadership in the chair. A qualitative methodology and multiple-case study design will be employed to answer the major questions proposed in this study.

This study will employ the following data collection methods: interviews, observations, and document analysis which includes written as well as audio-visual materials. There will be a series of interviews with each chair participant, and an individual interview with the president and one trustee from your institution. Observation of the chair will be conducted at formal public board meetings. The researcher will request a list of relevant public written documents and audio-visual materials, if available, for review in this study.

Participant confidentiality will be maintained by establishing a coded data system. Audiotaped recordings of the participants will be kept for a period of one year after the completion of the study and then destroyed. Access to all data will be restricted to the researcher and stored at his home office.

Potential risks to the participant are minimal because this study involves the public and official role of the chair rather than personal matters. If an unexpected event arises, this researcher will seek appropriate measures to remedy the situation. The benefits of this study will be reaped in providing an opportunity for the participants to reflect on their leadership role and in the opportunity for others in similar positions to realize a greater understanding of their role.

Your participation in this study is completely voluntary and confidential. You may withdraw from this study at any time without penalty.

CONSENT STATEMENT:

I have read and understand the above information and agree to participate in this study. I understand that if I have any concerns regarding the study that I can contact the researcher, John Donahue, at (708) XXX-XXXX or Dr. Gregory Hauser at (312) XXX-XXXX. If I have any concerns about this study and would like to talk to someone other than the researchers, I may call the Roosevelt University Institutional Review Board at (847) 619-8542 or the Roosevelt University Faculty Ethics Officer at (312) 341- 3890.

Signature

Date

Appendix D

Participant Information Sheet

Participant Information Sheet

College _____

Address _____

Tel. _____ Fax _____

President's Secretary _____

Chair _____

Home _____ Work _____

Interview Dates

President _____ Interview Date _____

Trustee _____ Interview Date _____

Observation Dates/Purpose

Appendix E
Interview Questions

Interview Questions - Chair

Interview Protocol A - Basic Description Questions

1. Tell me about yourself, your family, education, and professional life.
2. Why did you seek the office of trustee?
3. How many years of service do you have on the board?
4. Why did you seek to become chair?
5. Do you have thoughts of other elective office?
6. What will you be doing ten years from now?

Interview Protocol B - Experience/example Questions

1. What is your view of the role of the chair?
2. What is your view of the role of the chair in relation to the board and the president?
3. What is your view of the role of the chair in relation to the internal college community and the external community?
4. From your viewpoint, what variables influence the role of the chair?
5. From your viewpoint, what is the best part and worst part of being chair?
6. How has your view of the role of the chair changed since becoming chair?

Interview Protocol C - Structural/paradigmatic Questions

1. How would you characterize the nature of your board?
2. How would you characterize your leadership style?
3. How do you influence issues before the board or board members?
4. Give me an example of a typical issue and response from the chair/board?
5. What is your view of the message your board sends to the internal and external communities?
6. From your viewpoint, what are the major strengths and weaknesses of the board?

Interview Questions - President/Trustee

Interview Protocol D

1. What is your view of the role of your chair?
2. What is your view of the role of your chair in relation to the board and the president?
3. How would you characterize the nature of your board?
4. How would you characterize the leadership style of your chair?
5. Give me an example of a typical issue and response from the chair/board?
6. From your viewpoint, what are the major strengths and weaknesses of the board?

Appendix F

Sample Letter Requesting Verification of the Transcript

April 3, 2002

Mrs. X
Chairman of the Board
ABC Community College

Dear Mrs. X,

I want to thank you for participating in my study. I know that your contribution will be useful to me in my pursuit to gain a better understanding of the role of the chair. I have enclosed the transcripts of your interviews for you to review. Please check the transcripts for accuracy and let me know if there are any issues you would like to discuss. If I do not hear from you, I will assume that the transcripts accurately reflect your interviews.

Sincerely,

John Donahue
(708) XXX-XXXX - Home
(708) XXX-XXXX - Work

Appendix G

Sample Transcript

Interview Transcript

Today is Friday the 26th of April and this is my second interview with Martha. Martha, thank you again for your time. Today I am going to talk about the role of the chair. Can you tell me what your view of the role of the chair is?

The role of the chair is to probably bring forth issues, make sure that the research is done on the issues. The issues can be anywhere from academics to insurance to negotiations, perhaps awards for various people, incentive programs. It's to also confer with the president to see what kind of issues are available or what kind of issues they're concerned with. Look into vision planning, strategic planning, enhance programs for students. Right now we're looking into dual credit with various high schools, work with legislators to make sure that we have the funding, see what kind of grants are available, attend various meetings, keep the board in order. And kind of have the means there so all the information is available so that the board can make a good decision, in whatever they're looking at. Other than that, there's nothing to do.

When you say, "keep the board in order", what would you mean by that?

Okay, in other words, make sure that there's protocol set up so if someone's the chairman of a sub committee they know how to set up a meeting and how to contact all members. If you have someone that says something inappropriate let them say what they need to say and then don't comment to the negativism of whatever it is. Just say thank you for your input. You know, not respond, kind of keep a cool head when things get toned up which they do sometimes. Try to keep a level head in everything you're working with.

Can you give me an example of something that happened where you had to do that? You don't have to mention names or specific individuals.

Sometimes we have a lot of controversy, and people, instead of looking at the facts they let their emotions lead. They really believe in something so they push that issue, push that issue to the point where they would put someone else down because they believe something different. I think that everyone's entitled to their own opinion and I may not agree with it but there's a tactful way to say that you don't agree with whatever that person is pushing. You try to keep your emotion out of a situation which is sometimes very difficult if you actually believe in it, but let logic rule. Maybe you believe in it and you believe in it for X, Y, and Z reason. Well, someone else may not believe in that point of view for A, B, and C reason. So you have to come to the middle, you know, L, M, and N and come up with some sort of a compromise if that's a possibility. Right now we're in a hot issue with the health insurance program. The contract says that the faculty and staff, that we cannot change health insurance unless it is equal benefits. Definition of benefits is right now in discussion. What does a benefit really mean? Is it what's covered or is it the doctors that are covered, or is it the hospitals that are covered? What does benefit mean? It's a savings to the college. I'm not so sure it's very significant. It is a lot of money, \$100,000. But on the other hand, the program we're looking at has only been in business for a year. Is it worth that kind of change when faculty,

administration and staff are saying they don't believe in this group and they're afraid of the change? The group comes to us and is highly recommended, however, they only have two small state colleges with them right—three now—small state colleges with them. They believe in it, but we're a northern end of the group and the coverage may be different because the hospitals are different. Some of the PPO hospitals are not the same. They're not covered in this issue. Are people willing to take that kind of risk? Is it worth that kind of risk? I am not so sure it's worth the risk, however, four of the board members see the money savings. I see the loss in what the faculty and staff and administration, you know I see the loss of confidence in the board. So what's the higher cost? So we're debating this. We have a special board meeting again coming up Monday because of that. What I'm trying to do is give people enough time. I don't think they've done all the research that they should be doing. I think they've spun their wheels for a couple of months and that's unfortunate because there are some blatant things that they should have done. There are web sites they can go to and check and see in fact if their doctor is on there. People haven't done that. I went on last night and checked it out. One of my doctors is not on it. The other four are. My husband has a XXX condition, so his four doctors are covered. My one doctor is not covered. I can't figure out if my family practice, which is a consortium now is covered. I haven't quite fleshed that out. If it is then I can go to someone else in the same group. Life insurance is a large benefit and—not life insurance, health insurance is a large benefit, life insurance is too, but health insurance gets right down to in my house type things. So people are getting very emotional on the board about it. One because he's upset he's in the private sector and he has to pay a lot of money. Okay, yeah, I'm upset too. My husband is with XXX and he's with the XXX group and we're fairly happy but they change every two years. It's a pain in the neck to do those new cards, figure out if you're in this, out this, how do I apply for forms, what am I doing for my drugs, what am I doing here, what am I doing there? It's a pain in the butt to change. People don't like change. So right now this is a big controversy. We have another person who believes in it because he believes in the people backing the new insurance program. We have one person who's a health expert because he's on the XXX board. I've worked with him quite a bit. He's a pretty levelheaded guy. And he's concerned because the psychiatric doctors in our county are not in this insurance plan. He thinks it's a big miss. And he's going to spend some more time today looking at it. Then we've got a couple who will just go with the majority anyway, you know. So I'm really concerned about this and we're delaying it until Monday. We'll have Monday's meeting. We may or may not vote that night because we're waiting for a legal opinion. Can we wait another month and still stay with our present insurer and have another month to give everybody time to look at this some more which would be the ideal situation. I don't want the faculty, staff and administration to feel like we ignored them. Even if we don't take that recommendation we're able to thank them make sure they've had enough time to look at things and if we go with it hopefully there's enough benefit there that they feel that they've had an input whatever the results are. I guess they need to know that the board is very concerned about what they think.

How much do you think a board member brings their own personal point of view and that would override what might be best for the college, or do they even look at what might be best?

I think it depends on the person. I think some people—what's nice about a board is you have seven individuals or whatever number you have who bring with them an expertise in each field that they've grown up in, be it business, lawyer, we have business, lawyer, technology, another business owner, a person in the medical field, another one who is a recent graduate and myself in education. So I think what's nice is none of us is as smart as all of us together. So you're able to bounce ideas off of each other. Finance is not my forte. I've learned a heck of a lot in a short period of time. But I would never say I'm a financial expert. However, I know more about people because that's what I've dealt with. And I know about groups and I know about dynamics. I know how to get information. So that, I guess, would be my forte. Another person has been a self-educated person who owns all sorts of companies. So I think people bring with them their personalities. Some are able to be a little more rational I think when it comes to looking at all sides and as a board member no matter what the end result is, in public you really have to support what the whole board came up with and sometimes it's very difficult because I don't agree with whatever we came up with. But I make the best of whatever situation. You can't change what happens, you can change your reaction to it. And so we work with it. I'm trying to look at why some people are so gung ho on this and why they think this is the best thing that's ever come our way. And maybe it is, but this company has not been around that long. The track record's not there and to put our entire faculty, staff and administration into a big question mark, I can see where they're really nervous. I would be too. I've always just been told ok here's your insurance group. O.K. fine. You know you work with it, and some a bit better than others.

Does that mean that you would vote for something like that or that you wouldn't vote for it but you would support it?

I wouldn't vote for it at this point right now. I think some people are still trying to decide what to do which is good. I wouldn't vote for it for a number of reasons. One, I don't think they've been around long enough. Two, too many people are dead set against it right or wrong and I'm not so sure I believe everything the representative is telling us because it's not all backed up by black and white facts. He just doesn't have that piece of paper. He's not sure about that and I'm like, if you're representing this company you better be dead sure because this is a big deal sir. So you know, there are some things that are telling me maybe we ought to wait and I know it's going to be difficult to take that position. I also think it's good if the board is not 100 percent voting for it because it sends a signal that we have really looked at what's going on here. A lot of things we have 100 percent vote. I mean we've looked at things. We've talked about it and that's the way it ends up. We have more unanimous votes than non, on a lot of issues. We have a lot of discussion too, in closed session and in public.

What about the role of the chair in relation to the individual board members, maybe even on an issue like what you were talking about, what is your role as the chair?

We had a very difficult meeting Monday night for the finance. Time flies when you're having fun. Monday night was finance because the one man was dead set against it to the point that when I asked him a question he said you know it's the fourth time I've said it and I said well I guess I haven't had it clear. Could you explain it again? He said okay lady. And I said look you need to back off and you need to think about what you're saying. I said I'm the chair of the board. I'm a person. You need to treat me as a peer. And he said, I apologize and he called me Madame chair and he did explain it one more time. He said, I'll do it again if you need it. So that type of stuff, you know that he's being angry and he's frustrated, obviously because he believes what he's pushing is correct. He has no doubt and I understand that but I need more clarification because I'm not sold on this whole idea. So after he did his explanation I thanked him and I said does anyone else have any input? We had more discussion you know, more questions more discussion. Mr. XXX who's our financial CEO talked, I mean our treasurer, talked a little more. We asked him some ideas you know what was said here what was said there how was this said. What's the answer to this question- that question? That's what I mean. Sometimes people get very emotional without being super-rational because they want this done and they want it done now because we're wasting money. I'm not so sure we are. I'm still having a hard time with this one. So I went home. I have a long time. I have a 45 minute no I don't, I have a 35 minute, 40 minute drive and I wanted time to think. Throw around what was said, how it was said, who said what, why it was said certain ways, you know what the body language was, what was behind what was going on. And I got home and thought about it and I was up most of the night. I couldn't sleep too well because a few other things came out too. The swipes that were confusing as to what the meaning of them were. And so the next day I talked to the lawyer and asked him some questions. I talked to the CEO for the finance, asked him a few questions and I called the man and I said you know, you had some very good points last night and I said I didn't agree with how you presented them. I said I want you to know that we have asked the representatives to come back and do a presentation because obviously there's a lot of questions. And I thanked him for his input and I said you know I don't know which way the vote's going to go. I said whatever the vote is we will support it. I said but we need to be a little bit cooler in those meetings and we need to just present facts and I said so I want you to know that the representative from the company's coming and we're going to try to get a little further for Thursday night. So last night's meeting went on and Monday we're going to discuss.

What about the other board members on that issue if they had questions or problems, how would you deal with them?

We did have a lot of questions and it was a little bit cooler last night. People were not going on and on.

The other board members, how would you help them with this kind of issue?

Well, like I said, the one that's the health expert, I asked him how he got his information, what he's uncomfortable with, what he's comfortable with.

Is that a board member who's the health expert?

Yes. We got a lot more done as far as finding out why he's uncomfortable and you know there were a few other questions. People had some great how's this work, how's that work and this was an open meeting where the representative was there and the audience was there. We asked them to ask some questions. What was nice is the person who's so gung ho on it asked the audience do you have any questions? I was a little leery of doing that because I thought is that going to open up a can of worms again? And it went beautifully. I was so happy he suggested that.

And that was faculty and staff in the audience?

No, there was—was there any staff? There were three staff and no one spoke, no one asked any questions, I don't know why. However, the woman who is in charge of the service that monitors benefits was there and she brought up a number of points. One that we may have to give our current one 60 day notice, it may only be 30 and that would give us that extra month to give them more comfort in looking at and asking some more questions, the staff and faculty asking more questions. So if that's the case, Monday night we simply will ask some more questions. The representative will be there again from the new company—ask them a little more about it. You know, thinking about it, maybe we ought to have the representative from the other company there, too. Why wasn't that thought of, you know I think I'm going to ask that that be done, too in all fairness. That didn't even dawn on me till right now. One of the reasons we wanted to move fast is you have to have 48- hour notice so we had to get that meeting notice up last night so XXX stayed a little longer and did that. She's unbelievable. She's incredible. They always say that secretaries, if you want something done you can talk to the president, but you really need to have a secretary on your side, I know that at any school.

Let's move on to the president then. How's the board's role in relation to the president? The chair's role, I'm sorry.

Oh, okay. It was a casual, you know, business like but casual. In other words, he felt comfortable calling me on a weekend if there was a question he had or a clarification or did you think of doing this? He was more of a mentor than anything else. Encouraged me to become board chair. I thought, I'm not ready to do this, that was three years ago. And now about the second year you get comfortable. You think you know what you're doing. And by the third year you realize you don't know anything but you do it anyway. So it's an interesting transition. He has also—we made some national presentations, public presentations when we were in XXX. He encouraged me to be on the panel for that. So he's a very nurturing type person that pushes people to change, but mostly good change. He forces you to look at who you are and what you have to offer and helps you do that-- great with encouragement. He's a very---how would you describe him?

Appendix H

Documents Provided by Each Participating College

Document Review List

Items	Colleges		
	Washington	Adams	Jefferson
Master Plan	x	x	
Strategic Plan	x		x
12 Months of Local Newsclips	x	x	x
12 Months of Student Newspapers	x	x	x
12 Months of Board Minutes	x	x	x
Current College Catalog	x	x	x
Copies of Print, Radio, TV Ads			x
Website Address	x	x	x
College Institutional Research Data	x	x	x
12 Months of Faculty In-Service Agenda	x		
Videotape			

Appendix I

Sample Minutes of a Monthly College Board Meeting

**MINUTES
REGULAR BOARD MEETING
of**

The Regular Board Meeting of the Board of Trustees of _____ College was held on
Thursday, June 28, 2001, in the Board Room in Building A on the Campus.

Chairperson _____ called the meeting to order at 5:30 p.m. Secretary _____ called the roll
and the following were present:

Mr.
Mrs.
Mr.
Mr.
Mr.
Ms.
Ms.

Absent: Mrs.

_____ was not present.

APPROVAL OF MINUTES

Chairperson _____ asked that Open for Board Members be moved to item 10 A. Ms.
_____ made a motion to approve the agenda. Mr. _____ seconded the motion. All were in favor and
the motion carried.

APPROVAL OF MINUTES

Following circulation of the Closed Session minutes, Mr. _____ made a motion to approve all sets
of minutes. Ms. _____ seconded the motion. The roll was called and all were in favor. The
motion carried.

OPEN FOR RECOGNITION OF VISITORS AND PRESENTATIONS

Legacy Award Presentation – Mrs.

Chairperson _____ presented the Legacy Award to Mrs. _____ for her participation since
1990 in the College's Literacy Volunteer Program in English as a Second Language. The Board
extended congratulations.

Special Recognition

Chairperson acknowledged Mr. for his twenty-five years of service as a member of the College Board of Trustees.

ICCTA REPORT

Mr. ICCTA Representative, reported on the joint ICCTA Annual Meeting and ACCT Regional Meeting held in Chicago from June 13 to June 16. He announced that Richard Anderson is the new president of ICCTA, Jack Daley is the new vice president, and Dr. Naff is the president of Presidents Council. Mr. noted the excellent representation from the Board at these meetings. Trustee presented a paper for the Board's information on the ACCT/ICCTA meeting activities.

FRIENDS OF MCC FOUNDATION REPORT

Mr. presented his report highlighting the completion of their leadership awareness program. He reported that their financing was a major success and a sign that the business community will be brought into the college with the upcoming AMC breakfast series.

PRESIDENT'S REPORT

President began his report with appreciation to the Board for their participation in the groundbreaking and to Mr. and other staff for their part in its success. He repeated his pleasure at using these meetings for providing recognition and thanked Mr. for his part in shaping education in Illinois. President then spoke on the following: (1) the presentation of a balanced budget for FY02; (2) Learning for Tomorrow Strategic Plan; and, (3) the RAMP document which is designed to assist the state in its capital planning. He noted that in the RAMP document we have earmarked areas such as a satellite campus, greenhouse remodeling and land acquisition. Dr. stated further that in the mainstream of the Illinois commitment are economic development, access, diversity and accountability and that through our assessment plan we show that we are connected to state initiatives.

PRESENTATION

Technology Support Plan, FY2002-2004, , Director of Network Services, and Dr. , Assistant Vice President for Technology and Planning

Dr. explained that Dr. , Mr. and Mr. have been working on a three-year technology plan, and Dr. followed with information on the format and structure of the Technology Support Plan. Mr then talked about the first section of the plan which is an inventory of the technology support that currently exists at the College. Mr explained Section Two that contains three year planning and budgeting for infrastructure, facilities and services. Dr noted that staff will be working on a comprehensive plan reviewing how we operate here at the college. The Board expressed appreciation for the report.

COMMUNICATIONS

a. Faculty Report

Dr. thanked the Board and administration for their very warm hospitality at the college to CTA meetings. On behalf of the CTA, Dr. expressed appreciation for the opportunity to grow and move forward with enthusiasm. Dr. congratulated the board on a very exciting groundbreaking event.

b. Staff Council Report

No report was given.

c. Student Trustee Report

Ms. student trustee, reported on the upcoming volleyball classic to celebrate the life of one of volleyball players recently killed in a tragic car accident. She also mentioned that the Student Activities Department has purchased three new pieces of art for the and also a dish for the television in that area.

OPEN FOR BOARD MEMBERS

Mr. announced his resignation from the Board of Trustees as of stating that he will continue his involvement with the Friends of Foundation.

Mr. [redacted] reported on the positive reaction of the College's CD ROM and thanked Mr. [redacted] for his work on this.

APPROVAL OF CONSENT AGENDA

For Approval

- A. Financial Reports – Executive Summary
- B. FY02 Budget for Public Display
- C. Request to Purchase
Laptop Computers for Center for Commerce and Economic Development
- D. SURS Purchase of Prior Service Credit
- E. Property/Casualty and Workmen's Compensation Insurance
- F. Renewal of Resolution on Prevailing Wage
- G. FY2003 RAMP
- H. Personnel

Mr. [redacted] asked that Item C, Request to Purchase, and Item H, Personnel, be removed from consent agenda. Ms. [redacted] made a motion for approval of the amended consent agenda. Mr. [redacted]

seconded. The roll was called and all were in favor. The motion carried.

APPROVAL OF THE MS. BOARD OF TRUSTEES' AGENDA

Mr. [redacted] made a motion to approve the agenda. Mr. [redacted] seconded the motion. All were in favor and the motion carried.

Mr. [redacted] seconded the motion. All were in favor and the motion carried.

Mr. [redacted] made a motion to move into Closed Session to discuss the appointment,

employment, compensation, discipline, performance, or dismissal of specific employees, and/or

collective bargaining information, and also for discussion of the purchase or lease of real property

for the use of the public body. Mr. [redacted] seconded the motion. The roll was called and all were in favor. The motion carried.

Mr. [redacted] made a motion to move out of Closed Session. Mr. [redacted] seconded the motion. When the roll was called, all were in favor and the motion carried.

Mr. [redacted] made a motion to approve Item H, Personnel. Mr. [redacted] seconded the motion.

The roll was called and all were in favor. The motion carried.

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ADJOURNMENT

At 8:25 p.m., with no further business, the meeting adjourned.

Secretary

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Appendix J

Sample of Transcribed Field Notes

Field Notes/ Observation Form

Date: 3-18-02

Time: 7:00 pm

Place: Jefferson CC Board Room

Activity: Monthly Board Meeting

Action	Researcher's Notes
I arrived early and parked in the front of the main building in one-hour parking. The boardroom was 2274. The chair opened the meeting at 7:02:39 and apologized for beginning late in starting. The first order of business was oral/written communications. Several faculty and administrators rose to speak about their classes or departments. Two students also spoke on issues of interest reestablishing the basketball team and recognizing a trustee for special involvement in student affairs.	The boardroom was about 20 x 30. It had medium colored wood-paneled walls. The south wall was mostly glass that overlooked the campus. Dark green was used as an accent color in the chairs and banners on the walls. The carpeting was gray/green with maroon accent stripes. There was a sectional board table arranged in an oval shape. There were 20 seats for audience participation. About 15 people were in attendance. The chair opened with a very complimentary statement about how important this college was to the community, how great the staff and administration was, and that the college was one of the best community colleges in the nation. He immediately established a very friendly, relaxed and positive atmosphere. They were enthusiastic and very well prepared to present. The students were also well spoken. The chair complimented each speaker and asked the board for comments. There were very few comments, but they were positive.

Introductions of visitors and new faculty were made. The minutes were approved. Finances and personnel were reviewed by the board with explanation by the administration. A few policy decisions are before the board concerning tuition waivers and the associate degree nursing program. The reports of administration are next.	Again more praise. One trustee recommended in a positive but forceful manner, to change the presentation of the executive session minutes. The chair indicated that it was never done this was before and asked the president if he objected. The president did not object. The chair asked the mover and second if they would amend there motion as amended, again no objection The chair explains each vote and the administration decision-making process to the trustees. The president explains the sabbatical process to the trustees in a long historical, but interesting manner – like a history lesson. The chair talks about the positive benefits of sabbatical to the college. He asks for questions and concerns of trustees. There is a lot of discussion on these issues by the board and interaction with the faculty and administration. Again it is all very positive and complimentary. The president reports on a number of issues. One trustee dominates the discussion with the president. This is the same trustee, vice-chair, who has politely challenged the administration during the entire meeting. The president's cabinet reports on the
---	---

There is a timetable report presented by the board recorder.	preliminary budget (17million) with a possible deficit of 350,000. The chair indicated that he requested the report to give the board a better idea on what to expect in the future and annually so that they are always prepared to discuss issues. The vice-chair states that he requested the same report when he was the chair and that it was never done ("apparently I didn't know the right people"). TENSION IS APPARENT EVEN THOUGH IT IS COVERED WITH HUMOR. The chair stated that in his six years as chair he has never heard anyone ask for this information.
The meeting ends with discussion of a board workshop and dates for meetings.	The chair tells the audience that there will be an executive session at this time and that no action will be taken after the session. The chair asks for final comments from each of the board members. The chair goes around the table and each trustee makes a positive comment about some aspect of the meeting or recent event.

Appendix K

Sample of the Researcher's Journal

Researcher's Journal

3-21-02

I left work at noon to be able to get home, eat lunch and arrive at Adams before 2:30 for my first interview. I arrived a few minutes early and met the receptionist in President John's office. I told the receptionist that I had a meeting with J. Quincy. She asked me to have a seat. Soon, the president's secretary came out and invited me to set up in the boardroom. She politely asked me about my appointment. She obviously knew nothing about it. She told me that if J. Quincy didn't arrive in 15 minutes that she would call him. She returned a few minutes later to tell me that she spoke to J. Quincy and that he completely forgot about the meeting. She offered his apologies and to schedule another meeting on 3-25-02 at 3:00 pm. I agreed. She then spent at least 30 minutes with me talking about Adams. I know that she felt obligated to entertain me while I waited for my next interview at 4:00 pm with Abigail. She told me that she worked at Adams for six years and that previously she was a bank officer. She offered me food and drink, which I declined much to her displeasure. She told me that John would offer me a tour of the facility shortly. John arrived and escorted me around the campus for at least 30 minutes. It was very interesting to see the president of the college take such an interest in me. He was warmly greeted by everyone we encountered. At one point we came upon a group of faculty chatting in the hallway. As we approached one of them said "Oh no look busy here comes John!" They all laughed including John. When we returned from the tour, I thanked John for his hospitality and assured him and that I would be fine until Abigail arrived. They left me in the boardroom and I made some calls to pass the time. About 3:50 the secretary came into the room and told me that Abigail had called to say

the she was going to be about 30 minutes late. The secretary told me that she was under orders to get take me to the food area and get me something to eat and drink. I thanked her, but I was not hungry and I had a bottle of water. I did ask her if she had any additional information on Adams. She brought out some materials and I read for 40 minutes. Abigail arrived at about 4:40 and apologized profusely. She told me that she had to speak with John for a few minutes before we began. Abigail came back at 4:50 to begin the interview. She told me that she had been very busy with the election on Tuesday and had still not caught up on her sleep. She asked me how my first interview was. I told her that J. Quincy forgot the appointment. The look on her face was shock when she realized that I had been at Adams since 2:30 with no one to interview. So, we began the interview.

Abigail was wearing a long-sleeved, black turtleneck ribbed sweated and blue jeans. She wore a small gold chain with a shamrock bauble hanging in the front of the turtleneck. She sat down and leaned forward ready to begin. She was much more relaxed this time than before. We went through a number of questions. She gave short answers. I had to ask her to explain and elaborate a number of times. It is not that she is trying to be uncooperative, but I feel that she is uncertain of herself in the role as chair. As the interview progresses she warms up and gives longer answers. By the end of the interview, I am beginning to get the information I am looking for. The same thing happened with her at the last interview. She really starts to open up at the end. It is a struggle to begin the interview with her, but at the end you get good information. She apologized because she had to leave by 6:00 pm to pick up her daughter. We scheduled another meeting for Monday, March 25, at 5:00 pm.

3-22-02

I spoke with the secretary to Dr. Thomas, President of Jefferson. We made an appointment for an interview on Thursday, March 28th at 2pm. I also spoke to Joseph the longest serving trustee at Jefferson. We set an appointment for Monday, March 25th at 8:00 am at his place of work.

I have been transcribing the interviews every opportunity I get. It takes about five hours for every one hour of tape. It is tiresome, but it is good to listen again to the tapes.

3-25-02

I went to interview Joseph. The weather was bad this morning, snow and sleet pelted the area. I arrived about 20 minutes early. I went into the building to find his office. I went to the second floor security office and asked for him. I was told to go down the hallway and turn right at the next opportunity and enter the glass doors. There were halls and glass doors everywhere. I was lost. A woman approached me, the look on my face must have told the story. She asked if I was lost. I told her I was looking for Joseph. She led me to his office which was no more than five feet from where I started originally. I thanked her and went into the reception area. The secretary looked a little bewildered when I told her I had an appointment with Joseph. She hardly moved or spoke when Joseph appeared from an inner office. He asked me into his office and told the secretary not to bother him unless there was an emergency.

Joseph's office was about 15 x 10 and painted an institutional tan color. His office is cluttered with too much furniture. There is a desk with a bookshelf behind it.

There are other cases and a credenza against a long wall and jammed in the corner is a small table and four gray cloth covered chairs where I conducted the interview. There are plaques and photographs covering the walls and a large map hung over the credenza. His desk is neat with a magazine open as if he were reading when I arrived.

Joseph appears to be about 45-50 years old, 5'9", and 160 lbs. He has graying hair and is balding on top. He has a mustache. I begin the interview at about 7:50 am. Joseph is very eager to participate. He speaks clearly and answers thoughtfully. He uses his hands a lot. He is very animated. He is not afraid to tell me what he thinks. He laughs and is very friendly. He is not afraid to criticize other trustees, former presidents, the chair or the current president, but it is in a positive manner. I don't have to prod him with follow up questions or ask for examples. This is how an interview is supposed to be. I hardly have to do anything but ask the question. I don't have to keep him on track with the issue. He answers completely and provides a good picture of the chair and Jefferson. After the interview ended, Joseph walked me out to the foyer near the parking lot doors. This man gave a good interview, I hope the rest of the participants are as good.

Later in the afternoon I made my way back to Adams for interviews with J. Quincy and Abigail. I arrived at about 2:50 pm and was met by the president's secretary. She had confirmed the appointment earlier in the day with both me and J. Quincy so that there would not be any mix-up this time. She told me that J. Quincy had called to say that he was going to be 15 minutes late, but he was on his way.

J. Quincy arrived about 3:15 pm. He is a 50-year old widower and retired. He was wearing a flannel shirt with rolled up sleeves and blue jeans. He carried a baseball cap and a spring jacket that had an Andersen Window logo on it. He has dark hair

sprinkled with gray with a receding hairline and wore a neatly timed goatee. He is about 6' tall and 220 lbs. He apologized profusely about missing the last interview and explained about the death in his family and his mother's birthday. I told him that I appreciated his time and that those things happen to all of us and can't be avoided. We started the interview.

J. Quincy was relaxed and sat back in the chair. He spoke so softly that I feared that the recorder wouldn't pick up his voice. I moved the recorder closer to him. He was relaxed and sat back in the chair as he answered the questions. His arms were crossed in the beginning of the interview, but he loosened up as we progressed. J. Quincy was very frank about the problems faced by the board in the past. He also held out great hope for the future, in spite of the board members who remained from the old days. I was intrigued by his definition of the role of the chair as referee, it obviously stems from the bad experiences he has had over the 24 years of service he has given to Adams. J. Quincy was unafraid to speak his mind about the problems of prior boards, naming individuals, and his opinion of the current chair. He was not overly negative, but honest in his assessment. He, like the chair has complete trust in the president and I am beginning to think that the change in the board is due not only to a change in board members but also to the change in presidents.

The problem with this interview is that J. Quincy took along time to respond to the questions, 15 or 20 seconds went by as he thought before he answered each question. I hesitated to explain the question as I did with Abigail. I don't want to fish for answers lead him or hurry him. Maybe this is not a good strategy, but I think that he is one of those people like my father was who took forever respond.

Appendix L

Categories and Themes

Categories and Themes

Original Categories	Final Categories	Theme
Role Advocate Mediator Facilitator Spokesperson Team Builder Guide	Role Mediate Facilitate Guide	Facilitation
Discussion Talk Listen Discussion Deliberation	Discussion Talk Listen	Communication
Information Facts Get Check Information	Information Facts Get Check Information	Information
Dedication Engage Participate Involvement Social Interaction Commitment to Role	Dedication Engage Involve Role	Participation
Trust Lack of Trust Smokescreen Issues Feel	Trust Trust Feel	Expectation
Group Camaraderie Wisdom of Group Whole Board All of Us	Group/Consensus Wisdom	Collaboration
Consensus Unity Consensus Convince Compromise	Unity Consensus Convince Compromise	

Appendix M

Vita

VITA

JOHN DONAHUE
JED30691@msn.com

EDUCATION

Roosevelt University, Chicago, Illinois
Doctor of Education in Educational Leadership and Organizational Change
Expected Graduation, January 2003

The John Marshall Law School, Chicago, Illinois
Juris Doctor, 1992

Saint Xavier University, Chicago, Illinois
Bachelor of Arts, 1981

PROFESSIONAL EXPERIENCE

Director, IBEW-NECA Technical Institute of the Electrical Joint Apprenticeship and Training Trust, Alsip, Illinois, 1993 to Present.

Chairman of the Board, Moraine Valley Community College, Palos Hills, Illinois,
2001 to 2003, 1995 to 1997

School-to-Work Committee, Chicago Workforce Board, 1998 to Present

School-to-Work Committee, Economic Development Council for the Southwest Suburbs,
1996 to Present

AFL-CIO Human Resources Development Institute, National Skill Standards Board Labor Roundtable, Chicago IL, February 28, 1996

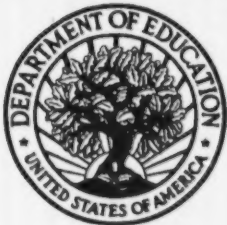
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Illinois Community College Trustees Association

American Association Community Colleges

International Brotherhood of Electrical Workers, Local Union No. 134



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